

# **N**ONTRADITIONAL **JOB**S **FOR** **W**OMEN

## **A Resource Guide** *for* **Connecticut Women** *and* **Career Counselors** **Employers**

**2003**  
**8th Edition**

**Connecticut Permanent Commission on the  
Status of Women**

Pipefitter Air-Conditioning Mechanic  
(auto services) Aircraft-Armament  
Mechanic Airframe and Power Plant  
Mechanic Airplane Inspector Alter-  
ation Tailor Animal Trainer Arson and  
Bomb Investigator Artificial-Plastic  
Eye Maker Assembler (General) As-  
sembler (Aircraft Structures) Assem-  
bler (Metal Building) Assistant Press  
Operator Audio-Video Repair Auto.  
Cooling System Diagnostic Tech. Au-  
tomobile (Radiator Mechanic Auto-  
matic Eqpt. Tech-Telephone Telegraph  
Automobile Tester Automobile (Body  
Repair) Auto. Generator and Starter)  
Repairer Aviation Support Equipment  
Repairer Carpenter Bank-Note De-  
signer Bartender Battery Repairer  
Ben-Day Artist Bindery Worker Bio-  
medical Equipment Technician  
Blocker and Cutter (Contact Lens)  
Boiler Operator Boilermaker Fitter  
Boilermaker II (Mechanic) Bootmaker  
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Canvas Worker Carburetor Mechanic  
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(Pile driver) Carpenter (Ship) Carpet  
layer Carver (Hand) Caster (Jewelry)  
CellMaker (Chemicals) Central Off. Installer  
(Telephone Telegraph) Chaser (Jew-  
elry/Silverware) Chemical Operator  
III Chemical (Lab Tech.) Chief Opera-  
tor (Chemical) Chimney Repairer  
Cloth Designer Colorist (Photogra-  
phy) Complaint Inspector Composer  
Computer-Peripheral-Equipment Op-  
erator Contour Wire Specialist (Den-  
ture) Carpenter Coppersmith Cork In-  
sulator (Refrigeration Plant) Corro-  
sion- Control Fitter Counselor Custom  
Tailor (Garment) Cutter (Machine I)  
Cylinder Press Operator Dairy Tech-  
nologist Carpenter Dental Ceramist  
Dental Lab Tech. Mobile Repair Ser-  
vice Estimator Aviation Safety Equip-  
ment Technician Avionics Technician  
Pipefitter (Machine Mechanic) Barber



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The folks at the Connecticut Department of Labor including Commissioner Shaun Cashman, Jack Guerrero and Jan Hasenjager have been steadfast in their commitment to women who want apprenticeships in the trades. We especially appreciate the support of the Office for Workforce Competitiveness, the Capital Region Workforce Development Board and the Regional Workforce Development Board of Greater New Haven.

All of this effort is meaningful primarily because employers and unions have taken the opportunity to hire more women for nontraditional occupations, and to all of them we express our gratitude for their leadership.

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## INTRODUCTION

**T**his resource guide has multiple purposes for different groups of people. It provides information to women who are interested in considering a career in nontraditional occupations, to employers who wish to hire women in nontraditional jobs, and to career counselors who assist women in their employment search. Traditional attitudes based on stereotypes of women's capabilities have confined many women to low-wage, low-skill jobs. It is our hope that this resource guide will offer assistance that will make it less difficult for women to consider apprenticeships or job training programs for technical or trade occupations.

Because of changing attitudes and growing resources, women's opportunities in choosing a career have blossomed. Today, women of all ages, races and economic backgrounds can be encouraged to pursue nontraditional career paths. Nontraditional careers can allow a woman to boost her self-esteem and become economically independent.

Under a grant funded by the Connecticut Department of Labor, the Permanent Commission on the Status of Women developed the Women in Nontraditional Occupations (NTO) Project to provide assistance to women entering the state's apprenticeship programs in nontraditional trades and technical occupations. The NTO Project provides connections among employers, unions, apprenticeship programs and women who are seeking to reach their full employment potential. The NTO Project and *CT Works* collaborate with several organizations to provide the most accurate information to potential employees and employers, in order to encourage equal opportunities for all women.

PCSW and the Connecticut Department of Labor were awarded a federal Nontraditional Employment for Women Act Grant in June of 1996 by the U.S. Department of Labor, Women's Bureau. The aim of this project, titled "Pathways to Economic Independence", was to increase the capacity of Connecticut's JTPA (Job Training Partnership Act) system and create systemic change by working to promote awareness of and access to nontraditional training and employment opportunities for women. The



main objective of this project was to make nontraditional employment for women a central and universal theme throughout Connecticut's employment services. This demonstration grant called for a training program to be developed that would employ "best practices" to assure that women were successful in obtaining and retaining nontraditional employment. Now that the Job Training Partnership Act has been replaced by the Workforce Investment Act, we continue to work with the Department of Labor and all our partners to pursue this goal.

Subsequently PCSW worked with the Connecticut Department of Labor to devise a Nontraditional Employment for Women (NEW) Program that would provide pre-apprentice training to women who would then enter electrical and plumbing apprenticeships. More recently the PCSW has collaborated with the Capital Region Workforce Development Board and the Regional Workforce Development Board of Greater New Haven to conduct a program with the Connecticut Carpenters. This successful program has enabled many women to find meaningful work that allows them to be economically independent. PCSW offers additional information through presentations, workshops, job fairs and an annual *Women in the Trades and Nontraditional Occupations Conference* for women interested in pursuing a non-traditional occupation.

Although many changes have taken place, there is still a great deal of work to be done before women can easily enter a nontraditional career. All of us must do our part in encouraging women to strive for the high-skill, high-wage careers which will allow them to reach their full employment potential. Hopefully, this resource guide will provide the tools and inspiration necessary.

# CHAPTER 1

## NONTRADITIONAL JOBS



### More Choices for Women in the 21st Century

**A** nontraditional occupation for women is one in which women comprise 25% or less of the total employed in that occupation. Nontraditional occupations are those that have traditionally been held by men and are often high-skill, high-wage jobs. Women are concentrated in about 20 of the 440 occupations listed by the Department of Labor, and most of these occupations are low-wage jobs, which leave women struggling to support themselves and their families.

In 1998, 71% of Connecticut women either actively sought or participated in some form of paid employment.<sup>1</sup> Nearly two-thirds of all women workers in Connecticut work in only two occupational categories – 43.7% are in “technical/sales and administrative support” and 16.0% are in “service”.<sup>2</sup> Jobs dominated by women have been historically undervalued and continue to be underpaid. According to a study conducted by the Women’s Institute for a Secure Retirement, jobs held predominantly by women were paid 17% – 20% less than those comparable jobs held predominately by men.<sup>3</sup> The proportion of women ages 16 and over in poverty in the United States was 13.1%, compared with 8.5% of men; in Connecticut 9.2% of women ages 16 and over live in poverty.<sup>4</sup> Traditional occupations held by women have not always adequately provided for the needs of women and their children while nontraditional occupations offer women an alternative, which can lead to greater economic security.

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<sup>1</sup> Connecticut Department of Labor, Office of Research, December 2000.

<sup>2</sup> Institute for Women’s Policy Research, “The Status of Women in Connecticut”, 1998.

<sup>3</sup> [http://www.wiser.heinz.org/yfp\\_pay\\_equity\\_facts.html](http://www.wiser.heinz.org/yfp_pay_equity_facts.html).

<sup>4</sup> Institute for Women’s Policy Research, “The Status of Women in the States”, 2000-01.

Nontraditional occupations (often referred to as NTOs) tend to offer higher wages than many of the occupations where women are in the majority. NTOs span all six major occupational groups – managerial and professional; technical, sales, and administrative support; service; precision production, craft and repair; operators, fabricators, and laborers; and farming, forestry, and fishing occupations.<sup>5</sup> This Resource Guide emphasizes occupations in the skilled crafts and technical fields, such as construction labor, machine tool work, electrical work and painting. These occupations require specific training or education, and some skilled trades also require special licensing by the state. Examples of skilled trade jobs are electrician, bricklaying, plumbing, pipefitting, tool and die making, mechanics and instrument making. Examples of technical fields are drafting, surveying, technical specialties in radio and television servicing, electronics and computer technology.

Women have a huge stake in the current and future job market. Between 1998 and 2008, women's participation in the labor force is expected to increase by 15 percent, while men will only see an increase of about 10 percent. As a result, women will increase their share of the labor force from 46 to 48 percent.<sup>6</sup> Women entering the workforce or considering a change in careers must be aware of all traditional and nontraditional occupations. According to the Bureau of Labor Statistics, as referenced in the Women's Bureau's "Hot Jobs for the 21<sup>st</sup> Century", between 1998 and 2008, U.S. employment will rise to 160.8 million from 140.5 million. This represents an increase of 14 percent, or 20.3 million jobs.<sup>7</sup> All individuals, both male and female, have the right to choose an occupation that will provide them with a fulfilling life and economic security. Women need to know about the resources available to gain experience and training for nontraditional occupations, which will lead to new career paths and economic independence.

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<sup>5</sup> U.S. Department of Labor, Women's Bureau, April 2000. "Hot Jobs for the 21st Century".

<sup>6</sup> Ibid.

<sup>7</sup> U.S. Department of Labor, Bureau of Labor Statistics, "Monthly Labor Review", November 1999.

## Why consider a nontraditional career?

Pursuing nontraditional occupations can help women to develop specific occupational skills that build new career paths and excellent opportunities to gain high-skilled employment. A nontraditional occupation may interest a person who likes to work with her hands, do physical work, is good with math or science, enjoys working outside, and appreciates a challenge.

Jobs traditionally held by women generally provide much less income than those for men as shown by the wage gap in our country. In the state of Connecticut women earned 73% of what men earned in 2000.<sup>8</sup> Engineers, architects, police and detectives, electrical and electronic technicians and technologists are examples of nontraditional occupations that are expected to exhibit fast growth and/or create a large number of jobs. All have 2000 median weekly earnings higher than the average for all wage and salary workers who usually work full time.<sup>9</sup> NTOs often provide employment benefits such as a retirement plan as well as family medical coverage.

The benefits of a nontraditional occupation increase long-term job satisfaction. They offer women more employment choices, economic independence because of higher wages, better benefits and career advancement because of marketable work skills. Women need the resources and educational opportunities to enter high-skill, high-wage occupations that will result in long-term satisfaction on the job and in life.

The chart on the next page offers a look at how wages can differ dramatically for traditional versus nontraditional occupations for women. Choosing a nontraditional career will increase earnings and guarantee a better quality of life for women and children.

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<sup>8</sup> U.S. Women's Bureau and the National Committee on Pay Equity

<sup>9</sup> Ibid.

Nontraditional Jobs		Traditional Jobs	
Occupation	Potential Earnings	Occupation	Potential Earnings
Security Guard	\$17.00	Cashier	\$11.00
Landscaper	\$18.00	Maids/Housekeeping	\$13.00
Maintenance/Mechanic	\$27.00	Hairdresser	\$10.00
Butcher	\$24.00	Day Care Worker	\$13.00
Painter	\$18.00	Waitress	\$12.00
Truck Driver	\$22.50	Office Worker	\$15.00
Installer/Repairer	\$22.00	Nurses Aide	\$9.00
Carpenter	\$28.00	Accounting Clerk	\$12.50
Laborer	\$25.00	Secretary	\$16.00
Iron Worker	\$30.00	School Bus Driver	\$15.00

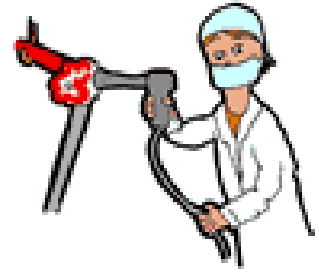
*Information provided by Connecticut Department of Labor,  
Research Department May 2003.*

# CHAPTER 2

## APPRENTICESHIPS

### What is an apprenticeship?

**A**n apprenticeship is a contract between an employer and an employee during which the worker, or apprentice, is taught a trade. An apprenticeship is a time to learn all aspects of a specific trade, utilizing both on-the-job training and classroom instruction. The classroom instruction usually covers the technical and theoretical aspects of the trade, such as blueprint reading, drafting, or electrical theory. The apprenticeship culminates in a certificate of completion and the new title of Journeyman. The Journeyman is a highly respected trades person and earns a significantly higher hourly rate than an apprentice.



Apprentices are employees and are paid for their work. At first, they may only be paid about half of what an experienced worker is paid, but as they improve their skills and expand their knowledge, they receive increases in their hourly rate. Standards approved by the federal government allow apprentices to receive all employee benefits, such as medical coverage and life insurance.

The Connecticut Legislature, in June 1959, passed the Voluntary Apprenticeship Act, setting forth the functions of the Labor Commissioner and the Connecticut State Apprenticeship Council. (Sec. 31-51, a, b, c, d, e, Connecticut General Statutes) The Council, which consists of twelve citizens appointed by the governor, is responsible for recommending basic apprenticeship policies. It recommends regulations for minimum standards of apprenticeship and encourages registration of these programs with the state and issues Certificates of Completion.

An apprenticeship sponsor may be an employer or a joint committee of labor and management, often referred to as JATC (Joint Apprenticeship Training Committee). Programs in Connecticut are registered with the Connecticut Department of Labor. Employers in the non-licensed trades are not required to register, but registration offers certain advantages to both program sponsors and apprentices. First, registration ensures that the obligations of the apprentice and the sponsor are identified and understood through an “apprenticeship agreement” which is signed by both parties. Second, registration requires program monitoring by the Connecticut Department of Labor to ensure that the apprentice receives the appropriate on-the-job training, related instruction, and periodic wage increases in accordance with apprenticeship standards.

Most apprenticeships involve a two to four year commitment, but the length varies depending on the trade involved. For example carpentry, plumbing, electrical work, and auto repair all require 8,000 hours (4 years) of training. Bricklaying demands 6,000 hours (3 years), while machine set-up requires only 4,000 hours (2 years) of training. Graduates of vocational-technical schools may receive up to 2,000 hours of credit (one full year) towards an apprenticeship. A complete listing of apprenticeship occupations and numbers of years required for earning Journeyman status can be found in Appendix C.

## **The Origin of Apprenticeships**

In its book, “Apprenticeship in Connecticut,” the Connecticut Department of Labor describes the history of the practice:

Apprenticeship is an old custom. ... As far back as the code of Hammurabi, 2100 B.C., there is evidence of legal regulation of apprentices. The records of Egypt, Greece and Rome reveal that apprenticeship was an integral part of the work systems of those cultures.

During the Middle Ages, the control of apprenticeship gradually passed from the craft guilds to the State and in 1562, the first public

apprenticeship law was enacted in England. In America, the apprenticeship system began when boys and girls from England were indentured to the early settlers after the methods of the English Guild. Manufacturing was then at the small home-industrial stage.

There was little machinery and, of course, the simplest of tools. Apprentices were bound to the master for a period of years (usually seven) and were boarded and lodged by the master along with the paid workers in the family rooms above the shop or store. Under the law, the master was required to teach the apprentices reading, writing, and arithmetic. For young people who could not afford to attend the private schools of that period, apprenticeship was the only available education.

America's early apprenticeship program has been aptly described as "once a punishment for a debt, a penalty for idleness, a system of poor relief and the earliest educational institution". The Industrial Revolution changed all of that. Mass production resulting from improved machinery created a more impersonal employer-employee relationship. Apprenticeship lost most of its educational aspects with the advancement of public education. Despite its shortcomings, the early apprenticeship system did enable many young people to acquire wage-earning skills and a modicum of general education.

*Quoted from "Apprenticeship in Connecticut",  
published by the Connecticut Department of  
Labor and the Connecticut State  
Apprenticeship Council, 1998.*



## How to Enter a Registered Apprenticeship Program

There are several ways to find employment as an apprentice. One of the first steps may be to visit the local *Connecticut WORKS* center and speak with a career counselor who will evaluate a candidate's interest, knowledge and skill level using an apprenticeship questionnaire. The counselor may be able to provide a listing of apprenticeships opportunities and the information needed to apply for specific apprenticeships. Applicants may post their resumes on the website: [www.ctdol.state.ct.us](http://www.ctdol.state.ct.us). Career Center personnel can direct applicants to other services such as resume writing and interviewing workshops.

Gathering information about trades work, apprenticeships, and application procedures should be the next step in the process. Networking is an effective way to learn about specific trades. Additional sources of information include making direct contact with employers, unions and joint management union committees, training programs, and outreach organizations. Acceptance into apprenticeship programs is highly competitive, and each trade, employer, and union has its own specific procedures for employing apprentices.

Apprenticeship openings may occur at any time. The timing may be unique to the particular trade, the time of the year, weather conditions, economic conditions, retirement of Journeypersons, and a variety of other factors.

### Tips for Women Seeking an Apprenticeship

- Contact regional employers that offer apprenticeships in a desired field.
- Be assertive.
- Stay in contact with the State Department of Labor Business Services Unit.
- Follow up with phone calls to businesses regarding application status.

- Once a career path has been decided, take action.
- Be resourceful.
- Be prepared to seize or create an opportunity.
- Don't be discouraged.
- Be persistent.

### **Registered Apprenticeship Programs Offered by Unions and Non-Union Merit Shops**

The State Apprenticeship Council was created in 1938 when a national apprenticeship system was established. Its purpose is to formulate basic apprenticeship policies, recommend minimum standards of apprenticeship, encourage registration of programs and apprentices, and issue certificates of completion. The Council consists of 12 citizens appointed by the Governor who possess considerable knowledge of Apprentice Training programs with four members each from industry, labor and the general public. One of the public members is the Commissioner of Labor who acts as the Chair of the Council.

Each trade has a different procedure for accepting applications for its apprenticeship program. Some apprenticeship opportunities open up only once a year; some open up when there is a need for a new apprentice. The procedures in most union apprenticeships are determined by a Joint Apprenticeship Training Committee (JATC), usually composed of four people from the union and four people from management. The procedures for most merit shops are that interested persons apply directly with the contractor.

The Joint Apprenticeship Training Directors Committee of Connecticut (JATDCC) is an organization of members from the union building construction trades training departments and consultants from the CT Department of Labor, U.S. Department of Labor, CT Permanent Commission on the Status of Women, CT Department of Adult Education, contractor associations and other organizations. The mission is to develop on-going equitable practices in their recruitment and retention efforts while supporting their motto "Training Today for Tomorrow."

The Connecticut Construction Industries Association list the following divisions in their membership directory: Associated General Contractors of Connecticut, CT Road Builders Association, Utility Contractors Association of CT, CT Ready Mixed Concrete Association,

Heavy & Highway, In-Plant Operators, Equipment Dealers, AGC/  
CCIA Building Contractors Labor Division of CT  
For additional information contact:  
John Farnham, Executive Director, AGC/CT  
Tel. 860 529-6855 or E-Mail: [info@ctconstruction.org](mailto:info@ctconstruction.org)

Many unions have geographic boundaries. Following is a partial list of unions that sponsor apprentices:

**Carpenters Union**

Richard Christ  
Director of Training  
CT Carpenters  
500 Main Street  
Yalesville, CT 06492  
(203) 284-1362

**Electrical Unions**

Michael D'Amico  
Training Director  
I.B.E.W. Local 488 JATC  
501 Main Street, Route 25  
Monroe, CT 06468  
(203) 452-7679

Norman Hebert  
Safety Training Director  
I.B.E.W. Local Union 42 O.S.H.E.  
379 Wetherell Street  
P.O. Box 1260  
Manchester, CT 06040  
(860) 646-7297

Pat Malkin  
Apprentice Supervisor  
Local Union 208 JATC  
43 North Avenue  
Norwalk, CT 06851  
(203) 840-1010

Brian Canny  
Training Director  
I.B.E.W. Local Union 35 JATC  
208 Murphy Road  
Hartford, CT 06114  
(860) 525-5982

Paul Costello  
Apprentice Director  
New Haven Electricians Local  
Union 90 JATC  
2 North Plains Industrial Road  
Wallingford, CT 06492  
(203) 265-3820

**Ironworker Unions**

Frank Petrolle  
Apprentice Supervisor  
Southern District Iron Workers  
Local Union 424 JATC  
15 Bernhard Road  
North Haven, CT 06473  
(203) 562-4116

Rick Monroe  
Apprentice Supervisor  
Ironworkers Local Union 15 JATC  
2028 Sargeant Street  
Hartford, CT 06105  
(860) 249-7639

**Boilermaker Union**

David Dupuis  
Apprenticeship Supervisor  
Local Union 237 JATC  
297 Burnside Avenue  
East Hartford, CT 06108  
(860) 569-8368

**Plumbers & Steamfitters Union**

Frank DaCato  
Apprenticeship Coordinator  
Local 777 JATC  
66 North Plains Highway  
Wallingford, CT 06492-2331  
(203) 294-4118

**Painters Union**

Michael Morgan  
Apprenticeship Supervisor  
CT Painters District Council # 11  
1492 Berlin Turnpike  
Berlin, CT 06037  
(860) 828-9222

**Laborers Union**

Domenic Izzi  
Regional Apprentice Coordinator  
New England Laborer's Training Center  
37 East Street  
Hopkinton, MA 01748  
(508) 544-9830

**Heat and Frost Insulators & Asbestos Workers Union**

Joseph Soli  
Apprentice Supervisor  
Heat & Frost Insulators & Asbestos Workers Local Union 33  
616 South Colony Road  
Wallingford, CT 06492  
(203) 265-6376

**Operating Engineers Union**

George Mascola  
Apprentice Director of Training  
Operating Engineers of CT  
Local Union 478 JATC  
240 Cheshire Road  
Meriden, CT 06451  
(203) 237-3962

## **Roofers Unions**

Harold "Butch" Davidson  
Apprentice Supervisor  
United Union of Roofers, Waterproofers, & Allied Workers  
Local 12 JATC  
15 Bernhard Road  
North Haven, CT 06473  
(203) 772-2565

Michael Hassett  
Business Manager & Apprentice Coordinator  
Roofers & Waterproofers  
Local Union 9 JATC  
114 Old Forge Road  
Rocky Hill, CT 06067  
(860) 721-1174

## **Sheetmetal Unions**

Chris Beal  
Training Coordinator  
Sheetmetal Workers  
Local 40 JATC  
100 Old Forge Road  
Rocky Hill, CT 06067  
(860) 529-2616

Robert Cook  
Apprentice Supervisor  
Fairfield and Litchfield Counties  
Workers JATC Local Union 38  
P.O. Box 119  
Brewster, NY 10509  
(845) 278-6868

**Sprinklerfitters Union**

Michael Livingstone  
Apprentice Supervisor  
CT & Western MA Sprinklerfitters  
Local Union 676  
81 Market Square  
Newington, CT 06111  
(860) 666-4447

**International Masonry Institute**

Pat Murphy  
New England's Regional Training Director  
International Masonry Institute  
84 Myron Street  
West Springfield, MA 01089  
(413) 737-5925

Anthony Pacific  
Training Director  
44 E. North Plains Road  
Wallingford, CT 06492  
(203) 679-0572

**Non-Union/Merit Organizations**

Following is a partial listing of organizations that offer apprenticeship and training programs.

The **Independent Electrical Contractors of New England, Inc.** has been training electrical apprentices in Connecticut for over 20 years. Their four-year curriculum is approved nationally by the Bureau of Apprenticeship and Training, US Dept. of Labor, and the Connecticut State Apprenticeship Council. Students completing their program can obtain 29 college course credits.

Mary Ellen Dombrowski, CAE

Executive Director

Independent Electrical Contractors of New England

1800 Silas Deane Highway

Rocky Hill, CT 06067

(860) 563-4953

[www.iecne.org](http://www.iecne.org)

**Home Builders Association of Connecticut** is an organization of over 1,000 member companies representing homebuilders, re-modelers and land developers. All members are private, for profit companies who, combined, employ well over 45,000 Connecticut workers.

Renee Main, Director of Workforce Development

Home Builders Association of Connecticut, Inc.

818 Farmington Avenue

West Hartford, CT 06119

(860) 232-1905

[www.hbact.com](http://www.hbact.com)

Other organizations that provide training in the construction industry include:

**Associated Builders and Contractors, Inc.**

1800 Silas Deane Highway, Suite 221

Rocky Hill, CT 06067

(860) 529-5886

**The Independent Connecticut Petroleum Association** offers training for oil burner repair and replacement.

Town Center, Suite 217S

20 South Main Street

West Hartford, CT 06107

(860) 613-2041



**J**ack Guerrero currently serves as the Department of Labor's Apprenticeship Program Manager after ten years in the building trades. In this position, Jack oversees all of Connecticut's apprenticeship programs and ensures that every apprentice receives quality training and education.

Jack explained that the introduction and proliferation of computer technology is new for apprenticeships across the nation. At one time computers were rarely used in the construction industry, but they are now seen as a necessity. Every career field, including the apprenticeable trades, now relies on the assistance of computers and the Internet for success. Jack also revealed that an apprenticeship for web directors may soon be available. In an increasingly computer-oriented business world, web directors will find many opportunities to practice their craft. Another apprenticeship that will soon become available is the childcare development specialist, designed to be the first step towards an associate's degree in childcare. As is true for all apprenticeships, this will be a base for a career ladder to create a direct link between journey person status and further education and training.

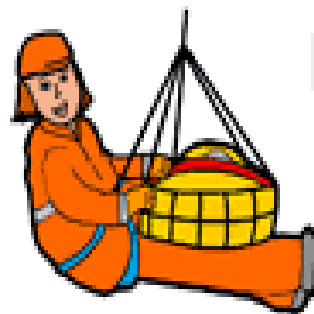
Profile of  
Jack Guerrero



Apprenticeships are not widely publicized and, therefore, many high school students are not aware of this option. Jack would like to see apprenticeships introduced into the high school setting as an alternative or an accompaniment to college. He states, "There's no reason why any student couldn't do both." Women especially need to hear more about apprenticeship opportunities since most are unaware that such an option exists.

Apprenticeships will continue to be an easy way to learn job skills, particularly when the economy is good. While there is always a need for skilled workers, a good economy means that employers will continue to hire apprentices willing to learn new skills. Now is an excellent time for women to consider an apprenticeship to prepare for their futures.

## WHAT EMPLOYERS NEED TO KNOW ABOUT HIRING WOMEN



**T**his chapter is written especially for employers, unions and other organizations that conduct training programs. Organizations interested in providing opportunities free of gender bias will appreciate these suggestions for effective outreach, retention, and recruitment of women.

### Outreach

Outreach is the term used when an employer, union or training program reaches out to all potential employees. Reaching out to women for employment in nontraditional jobs requires nontraditional techniques. In addition, successful outreach, recruitment, and retention often requires that employers re-evaluate their current assessment of the skills and experience that are actually required for a particular job.

Following are ideas for ways to market employment opportunities to potential female employees:

- Provide hands-on experiences with tools of the trade, when practical.
- Participate in “Take Our Daughters and Sons To Work Day”, held in April each year.
- Create literature and brochures featuring women in nontraditional occupations. Emphasize specific information about the types of jobs, salary ranges, career ladders that demonstrate potential earnings and status.
- Offer to make presentations at career transition centers.

- Network with schools and employment training agencies.
- Participate in career fairs and career days.
- Offer your work site as a field trip opportunity.
- Provide informational interviews.
- Offer your place of business as a School to Career opportunity.
- Identify successful women employees and encourage them to serve as role models for others. Allow for time on the job for them to make presentations at schools and training centers. They can be effective recruitment resources and mentors for future employees.

## Recruitment

Effective recruitment of women into nontraditional occupations requires a review of the current strategies for attracting women to an organization so that the persons who are accepting applications and interviewing individuals are open and welcoming to women applicants. It is important to dispel myths about women's abilities or disabilities in nontraditional work (see Chapter 4).

Following are suggestions for improving recruitment:

- Train company recruiters to be supportive of women in non-traditional occupations.
- Be specific about job titles, duties and salaries.
- Expand recruitment sources, to include:
  - *Connecticut WORKS* Centers
  - Organizational newsletters, particularly women's organizations
  - Resource centers
  - Internet
  - Libraries
  - Department of Social Services
  - Colleges
  - Public access stations

- Use role models and picture them in printed materials.
- Partner with job training programs.
- Design a mentoring program.
- Contact Adult Education programs.
- Place notices in local businesses.
- Place notices with women's organizations, such as the YWCA, Family Center, or local community organizations.
- Advertise on cable TV stations, regional radio, and print media.

## **Retention**

Once an organization has found capable employees, it is important to create a welcoming "company culture" so women will want to stay. The following strategies can help open the lines of communication and ensure that employees' needs are being met while still guaranteeing productivity:

- Strongly enforce anti-discrimination policies in an equitable manner.
- Develop policies to support women in nontraditional occupations.
- Make sure that all personnel are aware of the company's policy regarding sexual harassment and conduct training for sexual harassment prevention.
- Address key issues that affect women, such as job assignments, promotions, health and safety concerns, family care, and flextime.
- Place more than one woman on each job site to ensure peer support since isolation is often cited as a factor in discontentment that can lead to leaving the job.
- Ensure there are proper facilities and equipment for women on the job.
- Monitor the progress in preparing women for the workplace using task forces or exit interviews.
- Provide ongoing training to all staff, from entry level personnel to managers.

- Encourage women to attend training seminars (such as PCSW's *Annual Women in the Trades and Nontraditional Occupations Conference*).

Establish a mentoring program. Teaming up new employees with more experienced ones (both men and women) could help address the intimidation felt by any new employee and may improve the retention of women. Guidelines include:

- Define mentor roles and responsibilities.
- Recruit and train mentors.
- Match new hires with mentors.
- Host events (such as workshops, seminars, etc.) that mentors and new employees can attend together.
- Designate a location for the mentoring program to meet.
- Evaluate pairings for compatibility.
- Reward mentors on performance evaluations.

These strategies and techniques can be used to address low participation of women in nontraditional occupations. Just by eliminating stereotyping many companies and training institutions have found that they attract more women as well as men to the career. Language, pictures, examples, and protective gear too often seem suited to males rather than to all employees. While some of these are relatively easy to change, the first change that must be made is a commitment to provide a culture that is welcoming to women. In that way, both the organization and the woman will succeed.

A typical day for Karen Anderson involves installing and cutting pipes; setting up tools for her supervisor; and learning math, welding, and venting. As a plumber's apprentice, she learns while she works.

Ultimately, it is learning that an apprenticeship provides. Even while Karen and women like her are absorbing all they can from the experienced workers on the job, they are also teaching other workers, too. Since men and women often have different perspectives on the same situation, Karen is a good partner on the job. Not only are they getting used to a woman being on the job site, they also benefit from her observations and ideas.

### Profile of Karen Anderson



*PCSW Executive Director  
Leslie J. Brett congratulates  
Karen Anderson on her  
graduation from the PCSW  
NTO Training Program*

Karen chose an apprenticeship because she loves to learn and has always enjoyed working with her hands. As a former seamstress, her track record shows that she is oriented towards achieving tangible results from a long day of work. She says the most fulfilling part of what she does is to complete a project and watch it operate perfectly. The future rewards of an apprenticeship also attracted her to the trade. She looks forward to the benefits, pensions, and advancement opportunities that come with working for a union.

On a job site surrounded by men, she often finds herself in the midst of language or behaviors that make her uncomfortable. She is the only woman in her crew, and it is a challenge for her to determine whether or not the conduct she encounters is meant to deliberately insult or intimidate her, or whether there is no harm intended. She admits that she occasionally felt uncomfortable at the start of her apprenticeship. Over time, however, she has come to realize that the men with whom she works are not directing their behavior toward her. For the most part, she finds the workers on her crew are helpful and willing to share their knowledge.

Aside from social differences between men and women that permeate a job site, learning a trade takes a lot of energy and dedication. Karen offers, “An apprentice must be completely focused on the job. Even after the work is done for the day, my mind is still on plumbing.” That dedication will pay off in the long run. With her experience and apprenticeship schooling, Karen will have an easily marketable skill. Women in apprenticeable trades have a very bright future, indeed.

# CHAPTER 4

## WHAT WOMEN NEED TO KNOW ABOUT GETTING THE JOB

This chapter is written especially for and to women who are interested in a career in the trades, protective services, technology, or other nontraditional occupations.

### **Myths and Facts**

First, let's face the myths and learn the facts about working in a traditionally male-dominated job.

#### *MYTH*

Women are in the labor force only to earn some extra spending money.

#### **FACT**

The majority of women work because of economic need. Women work to support themselves and their families.

#### *MYTH*

Women have never performed heavy, physical labor.

#### **FACT**

Throughout history, women have done heavy labor on the farm and in the fields alongside men, and during World War II, over 6 million women entered the labor force to build ships, airplanes and factory goods.

#### *MYTH*

Certain jobs are "men's work" while other jobs are "women's work."

#### **FACT**

The vast majority of job requirements are unrelated to gender. Attitudes such as these are based in tradition and culture.



**MYTH**

Women won't like trade work.

**FACT**

Women who work in the trades have a high degree of job satisfaction. They enjoy working with their hands, working outdoors, and knowing that they have built or created something.

**MYTH**

Women will lose their femininity if they work in a trade.

**FACT**

While women need to be physically prepared for jobs in the trades, there is nothing unfeminine about being physically fit.

**MYTH**

Women on a job site are too distracting and make it difficult for men to concentrate.

**FACT**

It will be different, at first, to have a woman on a worksite, but employers can ensure continued productivity by declaring that harassment of any kind will not be tolerated.

**MYTH**

Women are not strong enough to do heavy labor.

**FACT**

The strength requirements for nontraditional jobs are often exaggerated and are often less physically demanding than housework, and other jobs that are considered "women's work", such as nursing and cleaning. Women have excellent lower body strength and with training can develop strong upper body muscles as well.

**MYTH**

Nontraditional jobs are too dirty, noisy and dangerous for women.

**FACT**

Both men and women must weigh the hazards with the benefits of taking certain jobs. Many traditionally female jobs, like mothering and nursing, are dirty and messy, and some have health hazards, such as carpal tunnel syndrome. Proper safety practices will assure that all workers minimize job-related dangers.

## MYTH

Women do not have the mechanical or mathematical aptitude for skilled trade work.

## FACT

Women are fully capable of learning math, science, and computer skills.

As women make their decisions about pursuing a nontraditional occupation, it is important to consider the realities, not the perceptions.

*This material has been adapted from  
Wider Opportunities for Women (WOW)  
factsheet, "Myths and Facts about  
Nontraditional Work"*

## Deciding on a Nontraditional Occupation

Choosing a career can be a challenging process. Use this Self-Evaluation assessment to help you decide if a nontraditional occupation is for you. Knowledge of your personal strengths and interests will help you choose a satisfying career.

Circle

1 if you enjoy the activity,

2 if you are willing to do it although not very interested in it, and

3 if you dislike the activity.

Work with hands	1...2...3
Make repairs around the house	1...2...3
Fix outlets, radios, stereos	1...2...3
Work outdoors	1...2...3
Drive cars, vans, farm equipment	1...2...3
See concrete results from your work	1...2...3
Solve technical problems/puzzles	1...2...3
Work from a pattern, blueprint, or diagram	1...2...3
Paint, wallpaper, fill holes in the walls	1...2...3

Total Score: \_\_\_\_\_

If your score is less than 20, a nontraditional job may be for you!

## Here's another way to think about whether a nontraditional job is for you.

While most nontraditional jobs require training, these necessary skills can be obtained in many different ways. For example, following a sewing pattern employs the same skills as reading a blueprint or reading a schematic drawing for building a house. Similarly, understanding a recipe for a meal is related to following instructions for repairing a copy machine or mixing cement.

### Have You Ever?

**Check the things that you have done.**

- ☐ Worked in a nontraditional job as a paid worker, volunteer, or as a hobby
- ☐ Received a high school diploma or GED
- ☐ Obtained your Driver's License
- ☐ Traveled and enjoyed going from place to place
- ☐ Used tools to build or repair items in your home
- ☐ Worked on your car or someone else's
- ☐ Done handiwork such as knitting, embroidery, or other crafts
- ☐ Followed a pattern in sewing
- ☐ Regularly participated in a sport or worked out
- ☐ Planted and maintained a successful garden
- ☐ Fixed a broken television, radio, or computer
- ☐ Entered or completed trade school program for a vocational skill
- ☐ Driven or fixed farm machinery
- ☐ Used power tools or built a piece of furniture
- ☐ Followed a recipe
- ☐ Worked independently or with little supervision

How many did you check? \_\_\_\_\_

If you checked 3 or more items above, a nontraditional job may be for you. If you checked more than 5, it's time to talk to a career counselor and consider a nontraditional job.

## Choosing a Trade

Once you have decided that you want to work in the trades, you'll want to consider the type of job you would like to have. Here are some questions to help you begin thinking about what you might want to do and why.

- What is the nature of the work?
- What does someone in this trade do on an average day?
- What are the working conditions? (outdoors/indoors)
- What are the safety concerns?
- What tools and equipment are used?
- What training is needed to begin?
- What qualifications are employers looking for?
- Is there room for advancement?
- What is the employment outlook for the next few years?
- What do entry-level jobs pay in this region?
- What is the earning potential?
- Is there much travel? Layoff time?
- What are the benefits?
- What would you like about this trade?
- What would you dislike about this trade?

*Adapted from Women's Resources,  
a publication of "Step-up for Women,"  
a training program for nontraditional programs.*

## The Interview

The impression you make in your interview will be crucial to whether or not you are offered the job. Here are some guidelines for a successful interview.

**Never be late for an interview.** Know where you are going and how long it will take you to get there. Try to be a few minutes early.

**Learn something about the company.** This way you will show that you have done your homework and have a real interest in the job.

**Practice answering questions and write down any questions you might have about the job.** This will prepare you so you do not feel nervous at the interview.

**Know your skills and take your resumé with you to the interview.** Employers like to see that you are serious about the job. Be honest about your skills and behaviors. A good knowledge of your skills will show that you've thought ahead.

**Bring letters of recommendation with you and leave copies of them with the interviewer.** Come prepared with a list of names and phone numbers of other people who could be references for you.

The following series of questions are commonly asked in an interview, along with things you should consider when answering them.

***“Tell me about yourself.”***

The interviewer does not need to know all the details of your life story. Stress your qualifications for the job. Do not overwhelm the person with unnecessary personal information. Be sure to mention previous experience and why you are interested in this particular job.

***“Why do you want to do this kind of work?”***

Be honest. Possible answers are: I like to work with my hands. I like to look at what I've done at the end of the day and feel proud of doing a good job. I want a good wage so I can support my family. (You should probably combine this with other reasons.)

***“Why did your last job end?” or “Why did you leave your last job?”***

Answer honestly. If it is something that can be perceived as negative, try to portray it in a positive light. Do not say negative things about your previous employer.

***“Do you have children? If not, do you plan to?”***

This is an illegal interview question, but it could be asked anyway. In most cases, the interviewer wants to know if you will be a reliable employee. You may state whether or not you have children if you wish to, but stress your commitment to being a reliable worker. If you choose not to answer the question, you can reply that you prefer not to discuss your private life, but once again, stress your commitment to being a reliable employee.

***“What is your greatest weakness?”***

Be honest, but do not take this opportunity to bare your soul. Take an apparent weakness and try to make it something positive. For example, “Some people say I’m a perfectionist. I really take pride in my work and know that it’s cheaper to get it right the first time. But I’m also working on bringing up my speed.”

Remember to be confident!! Do not let yourself be talked out of your skills and abilities. You have just as much right to that job as the next person.

*Adapted from Women’s Resources, a publication of  
“Step-up for Women,”  
a training program for nontraditional programs.*

Annette Alston believes that her family upbringing contributed to her ambition and lifestyle. In her family, comprised of her mom and four sisters, the women did all the work around the house, from repairing appliances to building things.

Her mother's example is proof that women can do anything they decide to do. She loves a challenge and putting her ideas and abilities to the test. Because of the encouragement from her family, she has the confidence she needs to complete her four-year apprenticeship for electrical workers. A participant in PCSW's 2000 Pre Apprenticeship Training Program, Annette is working hard to guarantee a successful future in a nontraditional occupation. She credits her mother's positive influence during her early years for her desire to enter a nontraditional occupation.

### Profile of Annette Alston

Annette's experience in the workforce has been positive. Like many women in her field, she has often been the only female on any given jobsite, but she has found that the men she works with are eager to teach her and make her feel comfortable in her work. She has learned patience and concentration during her training.

As part of the mandatory schooling for apprenticeships, she attends regular classes in math, lighting, and wiring and knows that she will continue her education and training throughout her career. "As I learn more about electricity," she says, "I know I also want to learn about cable and phone lines too." With her valuable, marketable skills, she will be able to practice her trade for many years to come. She is dedicated to continuing her education and adds, "Education and training are both very important in learning everything about a trade." With this positive attitude, Annette is sure to succeed.

She says that an optimistic attitude and determination are the major things anyone needs to do well as an apprentice. An apprentice must be open to advice, and willing to learn from mistakes.



Apprenticeship training not only teaches a skill – it also offers discipline and a chance to grow.

Annette is proud of her sister who is also an apprentice in a skilled trade. She predicts that she will fare well and expects nothing but success for herself. Along with other women in the trades, Annette looks forward to a comfortable lifestyle and the financial independence she needs to feel confident and secure.



## WHAT WOMEN NEED TO KNOW ABOUT KEEPING THE JOB

**T**he information in this chapter is intended for women to help them recognize and overcome some of the challenges of working in a predominantly male environment. Conditions may occasionally be unfavorable or workers may already have set attitudes, but if a woman is prepared, she will be successful.



### Apprenticeship Equality

Every apprentice does repetitive, entry-level work. Some are sent to “fetch” coffee, told to sort and clean tools, and ordered to sweep areas where the job is being performed by the journeypersons. This in itself is a “rite of passage” that all apprentices go through. Women should, however, watch carefully to see if supervisors treat them differently.

It is especially important to make sure that training provided for women is no different from that provided to men. All apprentices should learn the same skills in a comfortable atmosphere. Apprentices need to ask questions and watch the work area closely because distractions can hinder an apprentice’s training. Women should make sure they receive the same variety of assignments as other same-year apprentices.

Each apprentice should always keep a record of her work to obtain credit for jobs performed while in training. Accounts of concerns and assignments will not be as accurate if you are trying to remember simply from recall. Keeping a journal is a good way to keep track of assignments, homework, or comments on the day’s work.

What can an apprentice do if she thinks she's not getting appropriate training? Talk to the supervisor on the job site, the foreperson's supervisor, or the person who hires apprentices; they should be able and willing to help. If necessary, an apprentice may need to contact the Business Services Representative at the local office of the Connecticut Department of Labor who signed the apprenticeship contract.

An apprentice should assume responsibility for training by doing the following:

- Learn what is included in the training curriculum.
- Set goals.
- Study or practice the skills learned on the job.
- Watch trades people at their craft to understand their efficient methods; learning is proactive.
- Learn new skills through volunteer work. For example, build houses with an organization such as Habitat for Humanity.

Always remember that it is hard work to learn *everything* about a trade. Trades people are always learning new and innovative ways to do things better. It takes time and perseverance so a new worker should take the attitude of always being willing to learn new ways to face trade related challenges.

### **Succeeding in Male-dominated Worksites**

Unfortunately, sexist attitudes are common in male-dominated industries and worksites. A woman's presence will be a problem for some men who may make belittling comments, degrade a woman's work, or act surprised when she has done a good job. Others may be more aggressive. It is also unfortunate that some women have had to cope with sexist, racist and homophobic language. Most such behaviors are forms of illegal discrimination and can be challenged both informally and by making a formal complaint. Challenging this behavior can sometimes make it stop. At times women may have to persevere, rely on the support of other tradeswomen, and develop a strategy to use on the job. It is important that women immediately make their objections known.

Apprentices will want to let it be known immediately to all the workers that they are there to learn a trade, just as other apprentices are. In order to obtain an apprenticeship or occupation, one must be dedicated to that particular field and that should be enough proof that women are serious about trades work.

Other sections of this chapter will deal with specific issues women face in a male dominated job. Women should set personal and professional boundaries in any new job. Be pleasant, but firm. If any behavior is offensive, let the person know in a direct and unemotional way that whatever is occurring is not acceptable. You may want to speak to the supervisor on the job or to the union representative. If necessary, you may consider filing a formal complaint, using the employer's or union's grievance procedure, or filing a legal complaint of discrimination.

In order to determine which step(s) to take, each person will have to consider several factors such as the severity of the conduct, how long or how often it has occurred, and how comfortable or confident the person feels about pursuing each type of option. For more information, about discrimination on the job, read Chapter 9.

## **Sexual Harassment**

Sometimes women working in occupations dominated by men experience more sexual harassment than in other environments. Harassment can be experienced in the following actions:

- being touched in sexual ways
- pictures of naked and nearly naked women on the worksite
- working in areas with displayed sexual graffiti
- repeated requests and/or pressure for "dates"
- suggestive comments on your appearance
- remarks about your sex life
- remarks about the harasser's sex life
- whistling/cat calling
- obscene jokes
- jokes that put women down

- “pranks” with sexual overtones
- being stared at constantly, especially at your breasts or buttocks
- sexual rumors

Sexual harassment can be embarrassing and frightening. Some women mistakenly believe the harassment is their fault and that they did something to bring it on. Often, they don’t know how to report it, or they think no one will believe them. Other times when women try to fit in on the job they feel they are being “bad sports” by reporting the harassment. This is not true. Sexual harassment is a hostile act on the part of the harasser, and it is against the law. Title VII of the Civil Rights Act defines sexual harassment as any “unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.”

**It is sexual harassment:**

- When these advances or requests are a part of, or a condition of, employment.
- When rejection influences terms of employment.
- When it creates an intimidating, hostile or offensive working environment.

The law also states that employers are liable for any sexual harassment in the workplace by a supervisor, whether or not the employer knew about the harassment. Employers are also liable for any sexual harassment by a co-worker if he or she knew about it or should have known about it.

**Tips on Stopping the Sexual Harassment**

Harassment can be very stressful and may interfere with productivity. Support is available from friends or a tradeswomen’s organization. Good, accurate records of the harassment are vital to an effective solution. Witnesses who can corroborate some of these activities in the workplace may also provide more objective evidence in

a sexual harassment claim. If the harassment is very threatening such as “If you don’t sleep with me, you’ll be fired”, then a supervisor or manager should be made aware immediately. If on the other hand, the harassment is less threatening, a direct, immediate response to the harasser may be sufficient to get the harassment to stop. However, if the harassment continues, different types of formal complaints can be made. For more information about how to respond to sexual harassment on the job, you can call the Connecticut Women’s Education and Legal Fund (CWEALF) whose contact information is listed in Chapter 8.

It is often difficult later on to remember incidents clearly, especially when the incidents are upsetting. Writing down the details in a journal keeps the information accurate and succinct.

Women who encounter harassment in the workplace should document all information about the incidents, such as what took place, who was involved, the time, the date, and who witnessed it, if anyone. Also make note of:

- Exactly what was said or done and include any of your responses.
- If it has happened before.
- If anyone else is having the same problem.
- Anyone who witnessed it.
- What you want done about it.

### **Options for action:**

- Employers are required by law to investigate complaints of sexual harassment immediately and thoroughly. This is usually conducted through confidential hearings for both the victim and the accused.
- Every employer must make sure that the harassment stops if the complaints are valid. Union stewards can help file a grievance if a union employer does not investigate the harassment.
- Consulting the CT Commission on Human Rights and Opportunities or an attorney are options for women who are not represented by a union.

## Pregnancy

Employers must treat pregnancy as they would treat any other temporary disability. In addition, under the federal Family and Medical Leave Act of 1993, women who have worked at least 25 hours a week for the previous 12 months, and who are employed by companies with 50 or more employees, are entitled to 12 weeks per year of unpaid, job-protected leave for childbirth or adoption. Under the state law, they are entitled to 16 weeks every two years.

It is illegal for an employer to discriminate against hiring women of childbearing years, or to discriminate against an employee if she becomes pregnant. An employer must also make a reasonable effort to make an accommodation for a pregnant worker so that she is not exposed to reproductive health hazards. If you are pregnant, or thinking about becoming pregnant, it will be especially important to know about any reproductive health hazards in your workplace.

The following information should be made available to all employees.

- What are the current company policies on pregnancy?
- What hazards to the pregnancy are there on this job, and how can any hazards be reduced or eliminated? (heavy lifting, chemicals, etc.)
- Is it possible to get alternate duty in this line of work? And will it affect the pay rate?

A woman and her doctor will decide what is best for her pregnancy. The amount and type of physical activity on the job should be addressed when planning a pregnancy. If changes need to be made on the job, the doctor should request them specifically. (An example is no heavy lifting). It is illegal to fire a woman simply because she is pregnant. For more information about pregnancy, family and medical leave, consult Chapter 9.

## Homophobia

When women encounter homophobia from some of their co-workers, it is important to remember that discrimination based on sexual orientation is against the law. It is important to set boundaries in dealing with offensive language and behavior and let the person know in a direct way that the actions are not acceptable. If any behavior is offensive or discriminatory, a worker has several options:

- Speak directly to the person who is doing the offensive conduct and tell that person to stop.
- Speak to the supervisor on the job or the union representative.
- File a formal complaint, using the employer's or union's grievance procedure.
- File a legal complaint of discrimination.

For more information about discrimination on the job, read Chapter 9.

## Hygiene

Courts have ruled that employers must provide sanitary toilet facilities at construction work sites. Most sites have portable toilets used by both men and women; at other sites, toilets are situated far away or there may be no toilets at all. Here are some suggestions for dealing with personal hygiene on the sites.

- Request that a toilet (possibly a portable one) with a lock and key or combination lock be installed for women on the job site.
- Use the facilities of nearby buildings.
- If there is no toilet on site, ask for time to get to the closest facility. (This is a reasonable request to any employer.)

## Meeting the Physical Challenges of the Trades

Any woman who has ever carried a child or groceries can carry up to 70 pounds. However, there are some ways to make the physical work less strenuous. Here are some ways for women to improve their physical strength.

- Work on physical conditioning.
- Work on upper body strength. Keep in mind that overall conditioning for endurance is important, too.
- Know your limits.
- Don't injure yourself just to prove to a co-worker or supervisor that you can do the work.
- If you are injured, give yourself enough time to recover.
- Do not be afraid to ask for help.
- Learn to work smart.
- Use leverage. Talk to other workers about techniques for handling tools and equipment. Watch how other workers are doing their jobs to learn the way that's most efficient.

Workers should report injuries and illnesses immediately to the employer and encourage others to do the same. Many workers hesitate to do this for fear of losing their jobs. However, reasonable compensation claims protect workers and alert employers to make the workplace safer for all workers.



Suzanne Slimskey is currently in her second year of a four year apprenticeship training program to become an electrician. She participated in the Permanent Commission on the Status of Women's 1999 Pre Apprenticeship Training Program in which women learn math, shop, and trade skills before they enter a formal apprenticeship. As a high school student, Suzanne worked part time as a mechanic and on the grounds maintenance crew at a golf course, as well as construction work with her stepfather.

During her first year, the men at her work site tested her abilities, "because they want to know if you are seriously there to work," said Suzanne. "Eventually they show respect once it is clear that you're there to learn just like they were when they were apprentices." Suzanne has learned that working with men teaches her confidence and assertiveness. Since you have to be firm and inquisitive as an apprentice to get a full understanding of the trade, asking questions is part of the training.

The key to being respected and successful on a job site is working hard and accepting your limitations. "I don't want to be one of the guys; just one of the crew," Suzanne explains. Although women do not always have the strength to do everything the men do with ease, most women learn to "work smarter rather than harder," and therefore prove their value to an employer.

Suzanne would love to see more women entering nontraditional jobs and learning through apprenticeships. The trades provide an excellent learning and financial opportunity for women. Suzanne admits that some days can be rough, but as time goes on, it does get easier to break through the gender barriers. She says, "It is also encouraging to be on a site and see other women like myself succeeding." While electrical work is a challenging career, Suzanne believes the benefits far outweigh any drawbacks. Most importantly, she stresses that the easiest way to succeed is to have support from organizations like the PCSW and from other women in the trades who have paved the way.

Profile of  
Suzanne Slimskey



# CHAPTER 6

## Workforce Investment Act (WIA)

**T**he Workforce Investment Act (federal legislation enacted in 1998) requires states to provide specific “core,” “intensive,” and “training” services to participants. These services are provided through five regional One Stop Centers and fourteen Connecticut WORKS Centers. Under the Workforce Investment Act, the One Stop is the cornerstone of the system and is intended to unify training, education and employment programs and to create a single, customer-friendly system in each community. Each One Stop is operated independently of the others but all Centers include a number of state and regional partners charged with providing services to job seekers and employers. In Connecticut, sections 31-3h, 31-3i, 31-3k and 31-3l of the General Statutes, these required services are defined as follows:

Core services must include at least:

- a determination of whether an individual is eligible for WIA-funded services;
- outreach, intake, and orientation to available information and other services offered through the one-stop system;
- a uniform assessment method that determines skill levels, aptitudes, abilities, and support service needs and applies the self-sufficiency standard developed by the Office of Policy and Management;
- job search and placement help and career counseling if appropriate;
- information about employment statistics, including what skills are needed to obtain available positions;
- training providers’ performance, including what their programs cost and how well they perform (providers include eligible providers of adult, dislocated worker, and youth activities and vocational education activities that provide, among other programs, pre-apprentice and apprentice programs);

- available support services including child care and transportation;
- filing an unemployment compensation claim;
- help in establishing financial aid assistance for training and educational programs that are not funded by WIA, but are available through a regional workforce investment board;
- follow-up services for participants, including counseling about the workplace, for up to 12 months after an individual begins a job; and
- assistance in establishing eligibility for Welfare-to-Work activities.

Intensive services may include:

- comprehensive and specialized assessments of an individual's skill level and service needs (assessments may include diagnostic testing, use of special education planning and placement teams, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals);
- development of an individual employment plan;
- group counseling;
- individual counseling and career planning;
- case management; and
- short-term, pre-vocational services, including learning, communication, interviewing, punctuality, personal maintenance, and professional conduct skills development.

Training services may include:

- training for nontraditional jobs;
- on-the-job training;
- programs combining workplace training with related instruction, which may include cooperative education programs, private-sector training, skill upgrading and retraining;
- entrepreneurial training;
- job readiness training;
- adult education;
- literacy activities; and
- customized job training with a commitment by an employer to employ a participant after successful completion of the training.

## **Certification of Eligible Service Providers**

WIA also requires the states to create a new system for “certifying” which training and service providers are eligible to participate and receive federal funds. In other words, participants will only be able to use vouchers for programs certified by the state, and only those certified programs would be eligible to receive contracts to provide training and other services with WIA funds. Sections 31-3h, 31-3i, 31-3k and 31-3l of the General Statutes requires the State Plan to include a system for identifying and certifying eligible providers. Connecticut’s eligible program listing is available on the Department of Labor website at [www.ctdol.state.ct.us](http://www.ctdol.state.ct.us) under WIA Approved Training Programs.

## **Regional Workforce Investment Boards**

The Regional Workforce Investment Boards, together with the Connecticut Department of Labor, other state agencies and private organizations, form a statewide partnership to achieve comprehensive workforce development in Connecticut. The state is divided into five separate regions, with boards to assess local employment and training needs and priorities, and to conduct planning for a coordinated program that addresses those needs. Most federal funds for job training, such as Workforce Investment Act funds and Welfare to Work funds, are disbursed and monitored by the Regional Workforce Investment Boards. The Boards also create annual employment and training plans and review regional grant proposals and plans submitted to state agencies by other organizations to assure that all regional planning is consistent with an overall statewide blueprint for workforce development.

Following is a listing of the five Regional Workforce Investment Boards in Connecticut.

**Southwest Region**

The WorkPlace, Inc.  
350 Fairfield Avenue  
Bridgeport, CT 06604  
(203) 576-7030  
Joseph M. Carbone, President/COO

**Northwest Region**

Northwest Regional Workforce Investment Board  
249 Thomaston Avenue  
Waterbury, CT 06702  
(203) 574-6971  
Catherine Awwad, Interim Executive Director

**North Central Region**

Capital Region Workforce Development Board  
99 Pratt Street  
Hartford, CT 06103  
(860) 522-1111  
Thomas Phillips, President/CEO

**South Central Region**

RWDB of Greater New Haven  
560 Ella T. Grasso Boulevard  
New Haven, CT 06519  
(203) 624-1493  
William P. Villano, Executive Director

**Eastern Region**

Eastern CT Workforce Investment Board  
113 Salem Turnpike, North Building, Suite 200  
Norwich, CT 06360  
(860) 859-5740  
John Beauregard, Executive Director

## **Displaced Homemaker Programs**

In the move to help women become financially independent, several programs have been developed especially to meet the needs of displaced homemakers. The term “displaced homemaker” refers to a person, usually a woman, whose principal job has been homemaking and who has been dependent on the income of another family member but is no longer supported by that income. She may also be receiving public assistance and has had or would have difficulty securing employment sufficient to provide for economic independence.

The Program’s goal is to help displaced homemakers and their families achieve economic self-sufficiency through employment. Displaced homemakers have a great variety of skills, experiences and educational backgrounds.

Funded by a variety of sources, Displaced Homemaker Programs offer individual career counseling, testing for skills, interests and abilities, job readiness skills, job market information, referral services and educational and vocational counseling. These programs can help displaced homemakers find assistance in their search for job readiness and placement that will lead to self-sufficiency.

Throughout Connecticut there are a number of programs especially for the benefit of these women.

### **Danielson**

Community Service/JOBSource  
ACCESS Agency  
173A Mechanic Street  
Danielson, CT 06239  
(860) 774-0418  
Doris Obsharsky

**Darien**

Beginning Again  
YWCA Darien/Norwalk  
49 Old Kings Highway North  
Darien, CT 06820  
(203) 655-2535  
Fran Rock

**Greenwich**

New Horizons  
YWCA of Greenwich  
259 East Putnam Avenue  
Greenwich, CT 06830  
(203) 869-6501, Ext. 239

**Hartford**

Look Forward  
The Career Counseling Center  
Hartford College for Women  
University of Hartford  
50 Elizabeth Street  
Hartford, CT 06105  
(860) 768-5635  
Carol Berman and Susan Kallor

**Willimantic**

Community Service/JOBSource  
ACCESS Agency  
1315 Main Street  
Willimantic, CT 06226  
(860) 450-7487  
Doris Obsharsky

## Employment Services for Recipients of Temporary Family Assistance

Most recipients of Temporary Family Assistance are part of the program known as “Jobs First.” People in this program are required to seek and accept employment as soon as possible.

For those recipients who lack basic skills or need to learn an occupational skill, education and training programs may be available. The Department of Social Services works together with the Department of Labor and Regional Workforce Investment Boards to assess the needs of TFA recipients and to refer them to appropriate programs. In addition, recipients may enroll in education or training programs that complement their work schedules. A TFA recipient could also enter an apprenticeship program.

For more information, recipients of TFA should seek assistance at a Connecticut WORKS Center.

### Various Training Programs

Many training facilities throughout the state provide several different kinds of training programs that include employment and case management, job placement assistance, English as a Second Language and GED preparation. Some of them offer job-specific training such as Certified Nurses Aide, medical billing, and office and administrative skills. Family literacy and fatherhood initiative programs are available through some of these organizations.

#### Bridgeport

ABCD Bridgeport  
1070 Park Avenue  
Bridgeport, CT 06604  
203-366-8241  
Savoui Graham

#### New Britain

Look Forward  
YWCA of New Britain  
22 Glen Street  
New Britain, CT 06051  
860-225-4681, Ext. 289

#### Meriden

Open DOHR  
Women and Families  
Center  
169 Colony Street  
Meriden, CT 06450  
203-235-9297

#### OIC

180 Clinton Street  
New Britain, CT  
06053  
860-224-7151



George Chamberlain

**New Haven**

OIC

580 Ella T. Grasso Boulevard

New Haven, CT 06519

203-787-9910

**New London**

OIC

106 Truman Street

New London, CT 06320

860-447-1731, Ext. 308

Lisa Russ

**Hartford Construction Jobs Initiative**

The Hartford Construction Jobs Initiative was established to prepare Hartford residents for employment on the large construction projects that are being planned in Hartford. The Initiative is often referred to as “The Funnel Project” and is a model for other cities that are looking toward major construction projects. The Initiative Steering Committee is comprised of persons who represent developers, unions, contractors (both union and non-union), women, several Hartford neighborhood associations, and city and state government. Interested Hartford residents have an opportunity to learn more about work in the construction trades, are assessed and then referred to various services and training programs that are deemed appropriate. The goal of the initiative is to provide an opportunity for a career path that will allow Hartford residents to fully participate in the emerging success of the city.

**Office for Workforce Competitiveness**

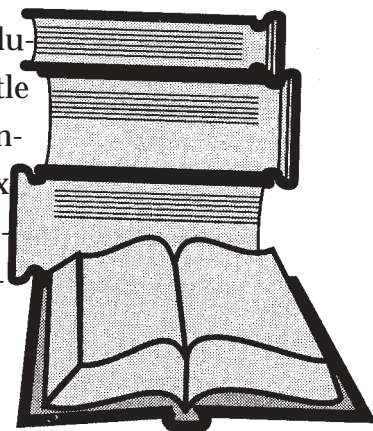
The Office for Workforce Competitiveness focuses on the changes needed to prepare Connecticut’s workforce for the rapidly changing and competitive economy of the 21st Century. OWC is directed by Mary Ann Hanley, who is appointed by and reports directly to the Governor and serves as his principal advisor on workforce investment matters. Ms. Hanley also chairs the JOBS Cabinet, which establishes the implementation arm for statewide policies developed by the CETC. The JOBS Cabinet is charged with exploring, identifying and reporting on policies and actions necessary to ensure that Connecticut leads the nation in building a well-trained and employed workforce.

# CHAPTER 7

## EDUCATIONAL PROGRAMS

**N**ontraditional jobs almost always require training and education beyond high school. There are a variety of training and educational opportunities in Connecticut in addition to a high school diploma, such as a GED, vocational-technical training, community colleges, and private occupational schools. These educational opportunities are available for everyone, including adults. This chapter provides information about educational opportunities in the state.

Public schools and institutions of higher education that receive federal funds must adhere to Title IX of the Civil Rights Act which states that they cannot discriminate against anyone on the basis of sex and that girls and women must receive equal access to and treatment in all programs. See Appendix A for additional information.



### School to Career

The Connecticut Department of Education has developed the **School to Career System**. School to Career is based upon a partnership in which educators, students, parents, employers, organized labor, state agencies and the community work together to effectively prepare young people for adulthood. Everyone has a responsibility and everyone benefits.

School to Career reframes education so that students learn from an early age how to think about work productively, how to accept responsibility, and how to make career-related decisions that will benefit them in the future. It is a reality-based view of education in which workplace activities are valued as a way to make academics more relevant for students. Employers recognize that education is the foundation for developing a strong workforce in Connecticut.

Students participating in the School to Career System will have the opportunity through their courses, programs, internships and workplace experiences to develop a clear understanding of which careers will be available to them, how to succeed in those careers and what they should expect in wages, benefits, working conditions and employment potential. This system allows students to discover their unique potential and explore careers that interest them in order to make informed choices about their futures. The Department of Education believes this philosophy will permeate other traditional “work experience programs”, such as Cooperative Work Education, pre-apprenticeship, Co-op programs, talented and gifted programs, and Tech-Prep. To learn more about **School to Career**, contact:

**CT Department of Education**  
Bureau of Curriculum & Instruction  
Ann Gaulin  
165 Capitol Avenue  
Hartford, CT 06106  
(860) 566-5871

## **Adult Education**

Receiving a quality education is not just for young students, but for adults as well. Skills are essential to live a fulfilling and rewarding life. Many adults use the adult basic education program or vocational adult programs to develop their skills and enhance their qualifications.

Each community has an educational program that offers a high school completion program free of charge. These programs are designed to meet the needs of all Connecticut residents. They can help an individual develop skills in basic reading, writing, and/or math, including English as a Second Language classes. The State Department of Education, Bureau of Adult Education and Training offers the following programs that enable an adult learner to obtain a high school diploma or its equivalent.

The General Educational Development (GED) is a five-part examination based on skills gained through experience, reading, and informal training. The test is designed to ensure that an individual who has not completed high school has attained the academic skills and concepts normally acquired in the completion of a high school education. Those who pass the GED examination are awarded a Connecticut State High School Diploma. To be eligible to take the GED exam a person must be officially withdrawn from school for at least six months and be at least seventeen years old.

A second option for adults wishing to complete their high school education is the Adult High School Credit Diploma (AHSCD) program. This program provides credits for work or military experience, small class instruction, independent study projects, and curriculum packets. An Adult High School Diploma is issued by school districts to adults who earn the required credits.

Yet another option for adult education is the External Diploma Program (EDP). This program is specifically tailored to meet the needs of adults who have been out of school for a long period of time. It is an innovative program that gives students credits for skills gained through life experiences. The individual must demonstrate, through performance testing, a mastery of sixty-four life skills and competency in a specific job, talent, or academic area. There is no classroom instruction involved in this program. An adult who completes the portfolio assessment program is awarded a high school diploma by the school district.

For more information about the Adult Education program contact:

**Connecticut Department of Education**  
Bureau of Adult Education and Training  
25 Industrial Park Road  
Middletown, CT 06457  
(860) 807-2100

One alternative for young women and men in Connecticut who are pursuing a high school diploma is the state's Regional Vocational-Technical School (RVTS) system. In this setting, an individual attends vocational and technical classes, while taking regular high school courses. A student who attends a vocational-technical school will graduate from high school with a general education as well as the knowledge of a technical or trade skill that will always remain with them.

An eighth grade student may want to look into attending one of the seventeen vocational-technical schools in the state. School guidance counselors have application forms and information about all vocational schools in each area.

The vocational-technical school system offers a Career Exploration Program during both the 9<sup>th</sup> grade school year and the summer. This program, especially designed for 7<sup>th</sup> and 8<sup>th</sup> grade students, as well as adults, exposes them to a variety of experiences, enabling them to choose a high school program that will best lead them toward their career.

The state's vocational-technical schools offer a wide variety of programs, one of which is the **Tech-Prep** program. Tech-Prep is a combined secondary and post-secondary educational program (two years of high school with two years of college or apprenticeship) designed to prepare students for the technical careers of the future. Students follow a curriculum that includes applied academics as well as the technical skills that will enable them to compete in today's high-tech world. The Tech-Prep program is offered at all of the vocational-technical high schools.

The vocational-technical school system offers an alternative for adults wishing to complete their high school education in both day and night classes. Many classes begin after 4 p.m. for those adults who work during the day. There are currently 9,000 adults enrolled

throughout the state. Post-graduate education is also available for individuals who graduated from other high schools who are looking for specific vocational-technical training. Post-graduates are able to enroll in an accelerated program that will put them directly into shop class without having to take general education requirements. To learn more about general education, Tech-Prep, Adult Educational opportunities, or the Regional Vocational-Technical School System, contact:

**The Regional Vocational-Technical School System**

25 Industrial Park Road  
Middletown, CT 06457  
1-800-822-6832

The following is a list of the Regional Vocational-Technical Schools.

**Emmett O'Brien**

141 Prindle Ave.  
Ansonia, CT 06401  
(203) 735-9361

**Bullard-Havens**

500 Palisade Ave.  
Bridgeport, CT 06610  
(203) 579-6333

**Henry Abbott**

21 Hayestown Ave.  
Danbury, CT 06811  
(203) 797-4460

**H. H. Ellis**

613 Upper Maple St.  
Danielson, CT 06239  
(860) 779-3578

**Ella T. Grasso SE Tech**

189 Fort Hill Rd.  
Groton, CT 06340  
(860) 448-0220

**Eli Whitney**

71 Jones Rd.  
Hamden, CT 06514  
(203) 397-4031

**A.I. Prince**  
500 Brookfield St.  
Hartford, CT 06106  
(860) 951-7112

**Howell Cheney**  
791 W. Middle Tpke.  
Manchester, CT 06040  
(860) 649-5396

**H.C. Wilcox**  
298 Oregon Rd.  
Meriden, CT 06451  
(203) 238-6265

**Vinal**  
60 Daniels St.  
Middletown, CT 06457  
(860) 344-7100

**Platt**  
600 Orange Ave.  
Milford, CT 06460  
(203) 783-5300

**E.C. Goodwin**  
735 Slater Rd.  
New Britain, CT 06053  
(860) 827-7736

**Norwich**  
590 New London Tpke.  
Norwich, CT 06360  
(860) 889-8453

**J.M. Wright**  
P.O. Box 1416 Scalzi Park  
Stamford, CT 06904  
(203) 324-7363

**Oliver Wolcott**  
75 Oliver St.  
Torrington, CT 06790  
(860) 489-0261

**W.F. Kaynor**  
43 Tompkins St.  
Waterbury, CT 06708  
(203) 596-4302

**Windham**  
210 Birch St.  
Willimantic, CT 06226  
(860) 456-3879

Following are the locations of the three satellite programs in the state:

**Howell Cheney Satellite**  
170 Elm St.  
Enfield, CT 06082  
(860) 253-3100

**Stratford School for Aviation Maintenance Technician**  
Great Meadow Rd.  
Stratford, CT 06615  
(203) 381-9250

**Bristol Satellite**  
431 Minor St.  
Bristol, CT 06010  
(860) 584-8433

## **Connecticut Community Colleges**

In order to be admitted to one of Connecticut's Community Colleges, an individual must have a high school diploma or GED. These colleges are especially sensitive to adult students' needs and offer full-time or part-time registration as well as night and day classes. The school can also help the student access financial aid.

Certificates are offered in technologies such as industrial electronics, industrial drafting, and engineering. A certificate requires one year of full-time study. Associate Degrees are offered in areas such as chemical engineering, graphics, communications and civil engineering. An Associate Degree requires two full years of study.



Connecticut Community Colleges contact information:

**Housatonic Community College**

900 Lafayette Boulevard  
Bridgeport, CT 06604  
(203) 332-5000

**Quinnebaug Valley Community College**

742 Upper Maple Street  
Danielson, CT 06239  
(860) 774-1130

**Asnuntuck Community College**

170 Elm Street  
Enfield, CT 06082  
(860) 253-3000

**Tunxis Community College**

271 Scott Swamp Road  
Farmington, CT 06032  
(860) 677-7701

**Capital Community College**

950 Main Street  
Hartford, CT 06106  
(860) 906-5000

**Manchester Community College**

P.O. Box 1046  
Manchester, CT 06045  
(860) 512-3000

**Naugatuck Valley Community College**

750 Chase Parkway  
Waterbury, CT 06708  
(203) 575-8040

**Northwestern Connecticut College**

East Park Place  
Winsted, CT 06098  
(860) 738-6300

**Gateway Community College**

Long Wharf Campus  
60 Sargent Drive  
New Haven, CT 06511  
(203) 285-2000

North Haven Campus  
88 Bassett Road  
North Haven, CT 06473  
(203) 285-2406  
1-800-390-7723

**Three Rivers Community College**

Mohegan Campus  
7 Mahan Drive  
Norwich, CT 06360  
(860) 886-0177

Thames Campus  
574 New London Turnpike  
Norwich, CT 06360  
(860) 886-0177

**Private Occupational Schools**

Another option for residents of Connecticut are the approved private occupational schools in the state. These private schools offer training and education in a number of nontraditional areas for women, such as manufacturing, plastics manufacturing, computer technology, construction trades and related areas. Fees at these schools vary and many of them offer loans, scholarships, or other forms of financial aid. The State Department of Education publishes a list of state-approved proprietary vocational programs and schools. Contact them at:

**Connecticut Department of Higher Education**

61 Woodland Street  
Hartford, CT 06105  
(860) 947-1800

or

**Education and Employment Information Center**

1-800-842-0229

**A**rlene Berger is a carpenter, the president of the National Association of Women in Construction's Norwich/New London chapter, and a business owner. Heavenly Hammers in Waterford, CT is Arlene's "dream come true."

Throughout her life she has always enjoyed working with her hands and building things. As a former nurse for the Army Reserves, Arlene began her career in a traditional job for women. Eventually, however, she began to work toward operating her own carpentry business. She concentrates on home repair and smaller jobs, but when she has a larger job, she tries to subcontract women at every opportunity. Arlene loves the freedom of being her own boss even though she must provide her own benefits, such as health insurance and a retirement plan.

"A Dream  
Come True"  
Profile of  
Arlene Berger

Arlene's education began when she was very young. She liked playing outside and building things around her house. Her formal training for carpentry started later than most. She enrolled in the post-graduate program at Grasso Regional Vocational-Technical School and studied carpentry while pursuing an apprenticeship. Arlene remembers her first construction job with fondness. Her boss was very welcoming, as she was the first and only woman hired. He did not tolerate any form of harassment or discrimination so Arlene concentrated on her skills without feeling uncomfortable at the work sites.



The 2000 recipient of the Mary Katherine Goddard Award "Tradeswoman Advocate of the Year", Arlene is eager to see more women entering the trades. She believes that preparing girls for non-traditional jobs should begin when they are very young. "Girls should be encouraged to play with blocks, dig, and get dirty." Beginning at the elementary school level, girls should be aware that they too can have a rewarding career working in any occupation.

## INFORMATION AND RESOURCES

### *Connecticut WORKS Centers*

**C**onnecticut WORKS is an innovative system designed to connect job seekers and potential employers. It is a unique collaboration of state, educational, regional and local organizations, employers and unions that focuses on:

- Apprenticeships
- Job advancement opportunities
- Upgrading worker skills
- Training new workers
- Creating a competitive business atmosphere to enhance and advance Connecticut's economy.

This progressive system is the creation of the Connecticut Department of Labor and the state's Regional Workforce Investment Boards in partnership with the state Departments of Labor, Education, Higher Education, Social Services, Economic and Community Development, Motor Vehicles, the State Library and private industry.

### **How individuals benefit:**

*Connecticut WORKS* provides easy, one-stop access to the full scope of job and career information as well as services for job seekers, students, the under-employed, those in career transition, and career counselors. Many services are available, such as

- Computerized job listings
- Career counseling
- Development of interviewing, networking and resumé preparation skills
- Specialized workshops
- Referrals to specific occupational skill training programs
- Assessment, testing, career guidance assistance, and placement

## How businesses benefit:

*Connecticut WORKS* serves the needs of the business community with:

- Computerized job-matching
- On-line resumés
- Apprenticeship and customized job training programs
- OSHA workplace regulations
- Labor market data
- Regional Job Fairs

Within the *Connecticut WORKS* Centers there are Labor Resource Centers that provide information for people beginning or expanding a job search. They offer a number of different resources such as job listings (local, regional and national), career-specific information, computer and Internet access, newspapers/classifieds and general information. Many *Connecticut WORKS* Centers offer workshops for the public on such topics as job interviewing, resumé writing, networking and more.

Regional *Connecticut WORKS* Centers contact information:

### *Connecticut WORKS* Centers

[www.ctdol.state.ct.us](http://www.ctdol.state.ct.us)

1-888-CTWORKS (289-6757)

<b>Bridgeport</b>	2 Lafayette Square, Bridgeport, CT 06604 (203) 330-4830
<b>Danbury</b>	152 West Street, P.O. Box 737, Danbury, CT 06813 (203) 797-4144
<b>Danielson</b>	95 Wescott Road, Danielson, CT 06239 (860) 779-5850
<b>Enfield</b>	620 Enfield Street, Enfield, CT 06082 (860) 741-4295
<b>Hamden</b>	37 Marne Street, Hamden, CT 06514 (203) 789-7741 - (203) 789-7683 Business Services

<b>Hartford</b>	3580 Main Street, Hartford, CT 06106 (860) 566-5771
<b>Meriden</b>	290 Pratt Street, P.O. Box 708, Meriden, CT 06451 (203) 238-6148 Meriden Self Service Center, 85 West Main Street
<b>Middletown</b>	645 South Main Street, Middletown, CT 06457 (860) 344-2661
<b>New Britain</b>	260 Lafayette Street, New Britain, CT 06053 (860) 827-4460
<b>New London</b>	Shaw's Cove Six, New London, CT 06320 (860) 447-6211
<b>Norwich</b>	113 Salem Turnpike, North Building, Suite 200, Norwich, CT 06360 (860) 859-5600
<b>Torrington</b>	Torrington Parkade, Winsted Road, P.O. Box 627 Torrington, CT 06790 (860) 626-6220
<b>Waterbury</b>	249 Thomaston Avenue, Waterbury, CT 06702 (203) 596-4454
<b>Willimantic</b>	Tyler Square, 1320 Main Street, Willimantic, CT 06226 - (860) 465-2120

## The Education and Employment Information Center

The Education and Employment Information Center (EEIC) is a statewide referral service of the Department of Higher Education. They provide information about various services, including student financial aid, Displaced Homemaker Programs, apprenticeship training, Dislocated Workers Programs, job descriptions and requirements, job outlooks, local Workforce Investment Act programs, educational and career counseling, and other services.

EEIC contact information:

**Connecticut Department of Higher Education**  
61 Woodland Street, 3rd Floor  
Hartford, CT 06105  
(860) 947-1810  
1-800-842-0229

## Connecticut Career Resource Network

The Connecticut Career Resource Network (CCRN) is an inter-agency committee that develops ways to coordinate, integrate, and deliver occupational, educational, and labor market information collected by the federal and state governments. One of CCRN's major activities is the maintenance and distribution of the **Connecticut Education and Training Inventory (CETI)**, an educational database that allows users to identify schools and their program offerings within the Northeast region. It contains information about current programs being offered at the vocational-technical schools, private occupational schools, hospitals, and two and four year colleges and universities. It is intended to be a resource for educators, employment and training personnel, and librarians. This information can be found on the National Occupational Information coordinating Committee's website at [www.noicc.gov](http://www.noicc.gov).

To learn more about **CCRN** and **CETI** contact the CT Department of Labor, (860) 263-6000 or the local *Connecticut WORKS* Center.

**Organizations Focusing on Women's Employment Issues**  
Following is a partial list of organizations that provide information about various employment opportunities and issues.

**Step Up for Women**

**Northern New England Trades Women, Inc.**

51 Park Street

Essex Junction, VT 05452

(800) 639-1472

**National Association of Women in Construction (NAWIC)**

**Hartford Chapter #165**

Barbara DePino

1952 Whitney Avenue

Hamden, CT 06517

(203) 288-4067

**National Association of Women in Construction (NAWIC)**

Norwich/New London Chapter #291

Arlene Berger, President

PO Box 119

Waterford, CT 06385

(860) 443-0218

**Association of Women in the**

**Metal Industries**

Mary Albrich Merlini

57 Dodge Avenue

North Haven, CT 06473

(203) 239-4481

**Tradeswomen Now and Tomorrow (TNT)**

Margarita Suarez

NEW

243 W. 20th Street

New York, N.Y. 10011

(212) 627-6252 x 237

[www.tradeswomennow.org](http://www.tradeswomennow.org)



**Women Chemists Committee**

(no Connecticut contact)  
American Chemical Society  
1155 16th Street, NW  
Washington, D.C. 20036  
(202) 872-6123

**Women in the Fire Service**

(no Connecticut contact)  
P.O. Box 5446  
Madison, Wisconsin 53705  
(608) 233-4768

**Occupational Outlook Handbook** is an information site that can provide detailed descriptions for hundreds of careers about working conditions, necessary training, and projected earnings. This website can be helpful when deciding on a career or educational options.

Web page: [www.stats.bls.gov/ocohome.htm](http://www.stats.bls.gov/ocohome.htm)

The **Permanent Commission on the Status of Women** (PCSW) is a state agency established by the CT General Assembly to provide research and analysis to public officials and the public about the status of women in Connecticut. The Nontraditional Employment for Women (NEW) Program is designed to address the recruitment and retention of women in nontraditional occupations.

**Permanent Commission on the Status of Women**

18-20 Trinity Street  
Hartford, CT 06106  
Phone: (860) 240-8300  
Fax: (860) 240-8314  
e-mail: [pcsw@po.state.ct.us](mailto:pcsw@po.state.ct.us)  
Web page: [www.cga.state.ct.us/PCSW/](http://www.cga.state.ct.us/PCSW/)

**CT Women's Education and Legal Fund** (CWEALF) is a statewide, non-profit organization dedicated to empowering women, girls and their families to achieve equal opportunities in their personal and professional lives.

**CWEALF**

135 Broad Street  
Hartford, CT 06105  
Phone: (800) 479-2949  
Fax: (860) 524-0804  
[www.cwealf.org](http://www.cwealf.org)

**Wider Opportunities for Women (WOW)** is a national organization that works to achieve economic independence and equality of opportunity for women and girls. It has many programs that emphasize literacy, technical and nontraditional skills, welfare-to-work transition and career development.

Wider Opportunities for Women (WOW)  
101 Connecticut Avenue, NW Ste. 930  
Washington, DC 20036  
Phone: (202) 464-1596  
Fax: (202) 464-1660  
Web page: [www.wowonline.org](http://www.wowonline.org)

The **National Organization for Women (NOW)** is a national organization, with chapters throughout the states, that strives to achieve equality for women through political action and cultural change.

National Organization for Women (NOW)  
733 15th Street, NW 2nd Floor  
Washington, DC 20005  
Phone: (202) 628-8669  
Fax: (203) 785-8576  
Web page: [www.now.org](http://www.now.org)

CT NOW  
135 Broad Street  
Hartford, CT 06105  
Phone: (860) 524-5978  
Fax: (860) 524-1092

The **American Association of University Women (AAUW)** is a national organization that promotes education and equity for women and girls through lifelong learning, education and positive societal change.

American Association of University Women  
1111 16th Street, NW  
Washington, DC 20037  
Phone: 1-800-326-AAUW (2289)  
Web page: [www.aauw.org](http://www.aauw.org) and [www.aauwct.com](http://www.aauwct.com)

Congress established the **Women's Bureau of the U.S. Department of Labor** in 1920 to ensure that working women's voices are being heard. The Women's Bureau alerts women about their rights in the workplace, while proposing policies and legislation that benefit working women. Their priorities include researching and analyzing information about women's work and reporting findings to the President, Congress and the public.

Women's Bureau  
U.S. Department of Labor  
John F. Kennedy Federal Building, Room E 270  
Boston, MA 02203  
Phone: (617) 565-1988  
Fax: (617) 565-1986  
[www.dol.gov/dol/wb/welcome.htm](http://www.dol.gov/dol/wb/welcome.htm)

U.S. Department of Labor  
Women's Bureau  
200 Constitution Avenue, Room No. S-3002  
Washington, DC 20210  
Phone: 1-202-693-6710  
Fax: (202) 693-6725  
National Resource And Information Center: 1-800-827-5335  
[www.dol.gov/wb/](http://www.dol.gov/wb/)

**Women Work!** is dedicated to empowering women from diverse backgrounds and helping them achieve economic self-sufficiency through job-readiness, education, training and employment.

Women Work!  
1625 K Street NW, Suite 300  
Washington, DC 20006  
Phone: (202) 467-6346  
Fax: (202) 467-5366  
Web page: [www.womenwork.org](http://www.womenwork.org)

## KNOW YOUR RIGHTS AS AN EMPLOYEE

### Equal Opportunity

Laws protect people from discrimination based on race, color, sex, age, national origin, religion, learning disability, marital status, familial status, sexual orientation, mental retardation, and physical disability. The Commission on Human Rights and Opportunities (CHRO) is the state agency responsible for the enforcement of civil and human rights laws.

The CHRO also provides other services, including education and outreach to the public, ensuring that state agencies follow the Affirmative Action laws, and ensuring equal opportunity practices in awarding state contracts. In case of discrimination, a complaint should be filed with CHRO at one of its four regional offices listed in Appendix B. The Administrative Office of CHRO is located at

**Commission on Human Rights and Opportunities**

21 Grand Street  
Hartford, CT 06106  
(860) 541-3400 Fax: (860) 246-5068  
or  
1-800-477-5737

Under state law, a complaint must be filed within 180 days of the discriminatory act. The complaint is delivered to the person or company against whom the claim is made and a reasonable time is given to respond. Once the process is set into motion, an investigator, who acts as a neutral party, begins gathering evidence to support or dispute the claim. There is no charge for filing a complaint. There is no need for a lawyer, and there are no legal fees or any other costs.

Under federal law, a complaint may be filed 300 days after the discriminatory act. For more information, contact

**Equal Employment Opportunity Commission (EEOC)**

JFK Federal Office Building, Room 475  
Boston, MA 02203  
(617) 565-3200

## Health and Safety

It is important, especially in nontraditional occupations, to be aware of health hazards on the job site, particularly for women who may be of childbearing age. Many chemicals can affect a woman's reproductive health either before or during pregnancy.

An employer is responsible for its employees' protection. In addition, there are organizations that specialize in the protection of workers from health hazards and that work to enforce health and safety codes. The Occupational Safety and Health Administration (OSHA) is the federal agency responsible for inspecting workplaces in the private sector for standards violations. They also have information and pamphlets for public information. Questions about health and safety regulations should be directed to:

**Occupational Safety and Health Administration (OSHA)**

450 Main Street Room 613

Hartford, CT 06103

(860) 240-3152

or

1-800-321-6742 (Emergency Only!)

**ConnOSHA** is a state agency that inspects in the public sector and consults with the private sector.

**ConnOSHA**

Connecticut Department of Labor

38 Wolcott Hill Road

Wethersfield, CT 06109

(860) 566-4550

There are non-profit organizations that offer a variety of services that inform, educate, and work to protect the public. One such agency is **ConnectiCOSH**, a non-profit, union-based organization that works for education and political action on job health and safety. It provides a newsletter, conferences, fact sheets and speakers.

Appendix A can provide additional information about specific federal laws, and Appendix B can provide additional information about specific state laws. In both, the address and phone number of the enforcement agency is listed.

# Appendix A

## FEDERAL LAWS

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**Title IX of the Education Amendment of 1972** prohibits sex discrimination against students or employees in any educational program receiving federal funds. This law includes areas such as admissions, financial assistance, student housing, employment, access to courses and athletics, and vocational education programs.

Complaints must be filed with the federal Office for Civil Rights of the US Department of Education within 180 days of the alleged discriminatory act(s). The office is located at:

**Office for Civil Rights**  
**U.S. Department of Education**  
McCormack Post Office & Courthouse  
Boston, MA 02109  
(617) 223-9662

**Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 and the Civil Rights Act of 1991** prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex. Employers with 15 or more employees, labor unions, apprenticeship training, program sponsors, and employment agencies must not discriminate in any terms, conditions, or privileges of employment. These terms and conditions include, but are not limited to hiring, firing, promotion, compensation, training, apprenticeships, and job assignments.

Title VII renders discrimination on the basis of pregnancy illegal. Title VII has also prompted the Equal Employment Opportunity Commission to set guidelines regarding sexual harassment. Sexual harassment is a form of illegal sex discrimination. It is any unwelcome sexual conduct which affects the terms and conditions of a person's employment or creates a hostile environment.

To file a complaint, contact the U.S. Equal Employment Opportunity Commission. Complaints must be filed within 300 days of the alleged discriminatory act(s).

**Equal Employment Opportunity Commission (EEOC)**  
JFK Federal Office Building, Room 475  
Boston, MA 02203  
(617) 565-3200

**The Age Discrimination in Employment Act** protects those people between the ages of 40 and 70 from discrimination based on age. This Act applies to employers with twenty or more employees, labor organizations and employment agencies. The Connecticut Fair Employment Practices Act forbids age discrimination.

To file a complaint contact the U. S. Equal Employment Opportunity Commission or the CT Commission on Human Rights and Opportunities within 180 days of the discriminatory act.

**The Equal Pay Act of 1963** prohibits sex discrimination in salaries and fringe benefits. The law requires that men and women get paid the same wages if they perform substantially the same job, in the same place, using equal skill, equal effort and assuming equal responsibility.

To file a complaint contact the U.S. Equal Employment Opportunity Commission.

**Title VI of the Civil Rights Act of 1964** prohibits discrimination against students on the basis of color, race, religion or national origin in programs receiving federal funds.

To file a complaint contact the U.S. Office for Civil Rights.

**The Rehabilitation Act of 1973, Section 504** prohibits discrimination against disabled participants, applicants or employees in programs receiving federal funds. All new facilities being constructed are required to allow access to disabled persons.

To file a complaint contact the Office of Federal Contract Compliance Programs.

**Office of Federal Contract Compliance Programs/ESA**  
JFK Federal Building Room E-235  
Boston, MA 02203  
(617) 624-6780

**Office of Federal Contract Compliance**  
**U.S. Department of Labor**  
135 High Street, Room 219  
Hartford, CT 06103  
(860) 240-4277



**The Americans with Disabilities Acts of 1990 (ADA)** guarantees people with disabilities, including those infected with HIV/AIDS, such rights as equal access to employment and public accommodations.

**The Carl D. Perkins Vocational and Applied Technology Education Act of 1998** was updated from 1990 and still provides secondary, post-secondary and vocational educational programs with federal assistance.

Some programs supported by this Act are the Tech-Prep Program and Consumer Home Economics. Funding is mandated for programs that serve single parents, displaced homemakers and single, pregnant women. For more information contact:

**State Department of Education  
Bureau of Career and Adult Education  
25 Industrial Park Road  
Middletown, CT 06457  
(860) 807-2100**

# Appendix B

## CONNECTICUT LAWS

**Article One, Section 20, of the Connecticut Constitution** requires that “No person shall be denied the equal protection of the law nor be subjected to segregation or discrimination in the exercise of the law nor be subjected to segregation or discrimination in the exercise of his or her civil or political rights because of religion, race, color, ancestry, national origin, sex or physical or mental disability.”

**Section 10-4a of the Connecticut Statutes** guarantees each student in Connecticut public schools equal opportunities to receive a suitable program of educational experiences.

**Fair Employment Practices Act**, C.G.S. 46-a-60-46a-62 and 46a-81 of the Connecticut statutes prohibits discrimination in employment on the basis of race, color, religion, creed, age, sex, marital status, national origin, ancestry, sexual orientation, present or past history of mental disorder, mental retardation, and mental or physical disability.

This Act also prohibits discrimination on the basis of pregnancy in terms and conditions of employment, including special provisions that would allow a woman working in hazardous conditions to transfer to another department during her pregnancy. This law is applicable to all employers with at least three employees.

Furthermore, this Act has also been extended to prohibit sexual harassment in the workplace. The law defines sexual harassment as “any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when 1) submission to such conduct is made either explicitly or implicitly a term or condition of employment, 2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or 3) such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile or offensive work environment.”

This statute also prohibits discrimination through exclusion from union membership or from an apprenticeship opportunity.

Complaints should be filed with the Connecticut Commission on Human Rights and Opportunities (CHRO) within 180 days of the alleged discriminatory act. There are four regional offices of CHRO:

**Southwest Region**  
1057 Broad Street  
Bridgeport, CT 06604  
(203) 579-6246

**West Central Region**  
Rowland Government Center  
55 West Main Street, Suite 210  
Waterbury, CT 06702  
(203) 805-6530

**Capitol Region**  
1229 Albany Avenue  
Hartford, CT 06112  
(860) 566-7710

**Eastern Region**  
100 Broadway  
Norwich, CT 06360  
(860) 886-5703

**Nondiscrimination Clauses in State Contracts** are required under section 4-114(a) of the state statutes. Contractors with the state government must agree not to discriminate or permit discrimination on the basis of race, color, religion, national origin, marital status, age, sex, ancestry, blindness, mental retardation, or physical disability unless the contractor can show that the disability will hinder job performance.

State laws prohibiting discrimination in the employment practices of state agencies and requiring affirmative action by state agencies and contractors are found at C.G.S. 46-a-68 through 46a-81. In addition, employment discrimination on the basis of sexual orientation is prohibited by C.G.S. 46a-81. All of these laws are enforced by the CHRO.

**The State Code of Fair Practices** (Section 46a-70) prohibits discrimination in the operation of state agency programs on the basis of race, color, sex, age, national origin, or physical disability.

## LISTING OF APPRENTICESHIP PROGRAMS

Listed below are apprenticeable occupations and the number of years required to earn journeyperson status.

<u>Occupation</u>	<u>Years</u>	<u>Occupation</u>	<u>Years</u>
Accordion Maker	4	Acoustical Carpenter	4
Actor	2	Air and Hydraulic Balance Tech.	3
Air-Conditioning Mechanic (auto services)	1	Air-conditioning Installer	3
Aircraft-Armament Mechanic	4	Aircraft Mechanic (armament)	4
Airframe and Power Plant Mechanic	4	Aircraft-Photo Equipment Mechanic	4
Airplane Inspector	3	Airplane Coverer	4
Alteration Tailor	2	Alarm Operator (Gov't services)	1
Animal Trainer	2	Ambulance Attendant (EMT)	1
Arson and Bomb Investigator	2	Architectural Coatings Finisher	3
Artificial-Plastic Eye Maker	5	Artificial-Glass Eye Maker	5
Assembler (General)	2	Asphalt-Paving Machine Operator	3
Assembler (Aircraft Structures)	4	Assembler (Aircraft Power)	2
Assembler (Metal Building)	2	Assembler (Electromechanical)	4
Assistant Press Operator	2	Assembly Technician	2
Audio-Video Repair	2	Audio Operator	2
Auto. Cooling System Diagnostic Tech.	2	Auger Press Operator	2
Automobile (Radiator Mechanic)	2	Auto. Maintenance Equipment Service	4
Automatic Eqpt.Tech-Telephone Telegraph	4	Automated Equipment Engineer Tech.	4
Automobile Tester	4	Automobile Mechanic	4
Automobile (Body Repair)	4	Automobile Upholsterer	3
Auto. (Generator and Starter) Repairer	2	Automobile Repair Service Estimator	4
Aviation Support Equipment Repairer	4	Aviation Safety Equipment Technician	4
Baker	3	Avionics Technician	4
Baker (Pizza)	1	Baker (Hotel and Restaurant)	3
Bank-Note Designer	5	Bakery (Machine Mechanic)	3
Bartender	1	Barber	2
Battery Repairer	2	Batch and Furnace Operator	4
Ben-Day Artist	6	Beekeeper	4
Bindery Worker	4	Bench Hand (Jewelry)	2
Biomedical Equipment Technician	4	Bindery (Machine Setter)	4

Blocker and Cutter (Contact Lens)	1	Blacksmith	4
Boiler Operator	4	Boatbuilder (Wood)	4
Boilermaker Fitter	4	Boilerhouse Mechanic	3
Boilermaker II (Mechanic)	3	Boilermaker I	4
Bootmaker (Hand)	1	Book Binder	5
Brake Repairer	2	Bracelet and Brooch Maker	4
Bricklayer (firebrick)	4	Bricklayer (Brick and Tile)	4
Brilliander - Lopper (Jewelry)	3	Bricklayer (Construction)	3
Butcher-Meat (Hotel and Rest.)	3	Butcher	3
Cabinetmaker	4	Buttermaker	2
Cable Splicer	4	Cable (Installer/Repairer)	3
Cable Tester	4	Cable Television Installer	1
Camera Operator	3	Calibration Lab. Tech.	4
Canal Equipment Mechanic	2	Camera Repairer	2
Canvas Worker	3	Candy Maker	3
Carburetor Mechanic	4	Car Repairer (Railroad)	4
Card Grinder (Asbestos products)	4	Card Cutter (Jacquard)	4
Carpenter (Maintenance)	4	Carpenter	4
Carpenter (Pile driver)	4	Carpenter (Mold)	6
Carpenter (Ship)	4	Carpenter (Rough)	4
Carpet layer	3	Carpet Cutter	1
Carver (Hand)	4	Cartoonist (Motion Picture)	3
Caster (Jewelry)	2	Cash Register Servicer	3
Cell Maker (Chemicals)	2	Caster nonferrous metal alloys primary prod.	
Central Off. Installer(Telephone Telegraph)	4	Cement Mason	2
Chaser (Jewelry/Silverware)	4	Central Office Repairer	4
Chemical Operator III	3	Cheesemaker	2
Chemical (Lab Tech.)	4	Chemical (Engineering Technician)	4
Chief Operator (Chemical)	3	Chief of Party	4
Chimney Repairer	1	Child Care Development Specialist	2
Cloth Designer	4	Clarifying (Plant Operator)	1
Colorist (Photography)	2	Coin-Machine Service Repairer	3
Complaint Inspector	4	Commercial Designer	4
Compositor	4	Composing-Room Machinist	6
Computer-Peripheral-Equipment Operator	1	Computer Programmer	2
Contour Wire Specialist (Denture)	4	Construction (equipment Mechanic)	4
Cook (Any Industry)	2	Conveyor Maintenance Mechanic	2
Cook, Pastry	3	Cook (Hotel/ Restaurant)	3
Coppersmith	4	Cooling Tower Tech.	2
Cork Insulator (Refrigeration Plant)	4	Coremaker	4

Corrosion- Control Fitter	4	Correction Officer	1
Counselor	2	Cosmetologist	2
Custom Tailor (Garment)	4	Cupola Tender	3
Cutter (Machine I)	3	Customer Service Representative	3
Cylinder Press Operator	4	Cylinder Grinder	5
Dairy Technologist	4	Dairy Equipment Repairer	3
Decorator (Glass Manufacturing)	4	Decorator	4
Dental Ceramist	2	Dental Assistant	1
Dental Lab Tech.	3	Dental (Equipment Installer and Servicer)	3
Design and Patternmaker (Boot and shoes)	2	Design Drafter	4
Diamond Selector	4	Detailer	4
Die Designer	4	Dictating/Transcribing Machine Servicer	3
Die Maker (Jewelry)	4	Die Finisher	4
Die Maker (Bench, Stamping)	4	Die Maker (Paper Goods)	4
Die Maker (Trim)	4	Die Maker (Stamping)	3
Die Polisher	1	Die Maker (Wire Drawing)	3
Die Sinker	4	Die Setter	2
Diesel Engine Tester	4	Diesel Mechanic	4
Director ( Television)	2	Director (Funeral)	2
Director (Television)	2	Display Designer	4
Displayer (Merchandise)	1	Door-Closer Mechanic	3
Dot Etcher	5	Drafter (Automotive Design)	4
Drafter (Architectural)	4	Drafter (Cartographic)	4
Drafter (Civil)	4	Drafter (Commercial)	4
Drafter (Detail)	4	Drafter (Electrical)	4
Drafter (Electronic)	4	Drafter (Heating and Ventilating)	4
Drafter (Landscape)	4	Drafter (Marine)	4
Drafter (Mechanical)	4	Drafter (Plumbing)	4
Drafter (Structural)	3	Drafter (Tool Design)	4
Dragline Operator	1	Dredge Operator	1
Dressmaker	4	Drilling Machine Operator	3
Dry Cleaner	3	Dry-Wall Applicator	2
Electric Distribution Checker	2	Electric Meter Installer I	4
Electric Meter Repairer	4	Electric Meter Tester	4
Electric Motor Assembler and Tester	4	Electric Motor Repairer	4
Electric Sign Assembler	4	Electric Motor and Generator Assembler	2
Electric Tool Repairer	4	Electric Track Switch Maintainer	4
Electrical Technician	4	Electrical Appliance Repairer	3
Electrical Appliance Servicer	3	Electrical Instrument Repair	3
Electrician	4	Electrician (Water Transportation)	4
Electrician (Aircraft)	4	Electrician (Automotive)	2
Electrician (Locomotive)	4	Electrician (Maintenance)	4
Electrician (Powerhouse)	4	Electrician (Radio)	4

Electrician (Substation)	3	Electromechanical Technician	3
Electro-medical Equipment Repair	2	Electronic Prepress System Operator	5
Electronic Organ Technician	2	Electronic Prod. Line Maintenance Mechanic	
Electronics Mechanic	4	Electronics Sales and Service Tech.	4
Electronics Tester	3	Electrotyper	5
Electronics Utility Worker	4	Elevator Constructor	4
Elevating Grader Operator	2	Embalmer	2
Elevator Repairer	4	Embossing Press Operator	4
Embosser	2	Engine Model Maker	4
Emergency Medical Technician	3	Engine Turner (Jewelry)	2
Engine Repairer	4	Engineering Asst. (Mechanical Equip.)	4
Engine Lathe Set-up/ Operator	2	Engraver I	5
Engineering Model Maker	2	Engraver (Hand-Hard Metal)	4
Engraver (Glass)	2	Engraver (Machine)	4
Engraver (Printing and Publishing)	4	Engraver (Picture-Printing/Publishing)	10
Engraver (Hand- Soft Metal)	4	Envelope-Folding-Machine Adjuster	3
Engraver (Pantograph I)	4	Estimator and Drafter	4
Engraving Press Operator	3	Etched (Printing /Publishing)	5
Equip. Instlr. Telephone /Telegraph	4	Experimental Mechanic (Motor/Bicycle)	4
Etcher (Photoengraving)	4	Extruder Operator Plastics	1
Experimental Assembler	2	Farm Equipment Mechanic I	3
Exterminator (Termite)	2	Farmer (General)	4
Fabricator-Assembler	4	Fastener Technologist	3
Farm Equipment Mechanic II	4	Field Service Engineer	4
Farmworker General I	1	Film Lab Technician	3
Field Engineer (Radio & TV)	4	Film or Videotape Editor	3
Film Develop	2	Fire Apparatus Engineer	1
Film Lab Tech I	3	Fire Engineer	3
Finisher (Dentures)	4	Firefighter (Crash, Fire)	3
Fire Captain	3	Fire Medic	3
Firefighter	1	Firer (Kiln)	3
Fire Inspector	4	Fitter (Machine Shop)	2
Fire-Control Mechanic	2	Fixture Maker (Lighting Fixtures)	2
Fish and Game Warden	2	Floral Designer	1
Fitter I (Any Industry)	3	Folding Machine Operator	2
Floor Layer	3	Forge Shop (Machine Repairer)	3
Floor Covering Layer	3	Form Builder (Construction)	2
Forging Press Operator I	1	Forming Machine Operator	4
Former, Hand (Any Industry)	2	Four-Slide Machine Operator	2
Foundry Metallurgist	4	Freezer Operator (Dairy)	1
Fourdrinier Machine Tender	3	Front End Mechanic	4
Fretted Instrument Repairer	3	Fuel System Maintenance Worker	2
Fuel Injection Servicer	4	Fur Designer	4
Fur Cutter	2	Furnace Installer	3
Fur Finisher	2	Furnace Operator	4
Furnace Installer & Repairer	4	Furniture Finisher	3



Furnace Designer	4	Furrier	4
Furniture Upholsterer	4	Gas Appliance Servicer	3
Gang Sawyer (Stone)	2	Gas Engine Repairer	4
Gas Utility Worker	3	Gas Meter Mechanic I	3
Gas Main Fitter	4	Gauger (Petroleum Products)	2
Gas Regulator Repairer	3	Gear Cutting Machine Set-Up Operator	3
Gear Hobber Set-Up Operator	4	Geodetic Computer	2
Gem Cutter (Jewelry)	3	Glass Blower	3
Glass Blender (Signs)	4	Glass Blowing Lathe Operator	4
Glass Installer (Automotive)	2	Glazier Stained Glass	4
Glazier	3	Graphic Designer	1
Grader (Woodworking)	4	Grinder I (Clocks, Watches and Allied Prod.)	4
Groundskeeper II	2	Gunsmith	4
Grinder Operator (Tool)	4	Harpsichord Maker	2
Grinder Set-Up Operator	4	Hazardous Waste Tech.	2
Harness Maker	3	Health Care Sanitary Tech.	1
Hat-Block Maker (Woodworker)	3	Heat-Transfer Tech.	4
Head Sawyer	3	Heavy Forger	4
Heat Treater I	4	Horse Trainer	1
H.V.A.C. Installer and Servicer	4	Horticulturist	3
Horseshoer	2	Hydraulic Press Servicer	2
Housekeeper	1	Hydro-Electric Station Operator	3
Hydro-Electric Machinery Mech.	3	Illustrator	4
Hydrometer Calibrator	2	Industrial Engineering Tech.	4
Industrial Designer	4	Inspector (Building)	1
Injection Molding Machine Operator	1	Inspector (Electromechanical)	3
Inspector (Outside Production)	4	Inspector (Precision)	2
Inspector (Quality Assurance)	3	Inspector (Motor Vehicles)	2
Inspector (Set-Up and Lay-Out)	4	Instrument Repairer	4
Instrument Technician	4	Instrument Maker	4
Instrument Maker and Repairer	5	Instrument Mechanic	4
Instrumentation Technician	4	Instrument Mechanic (Weapons)	4
Insulation Worker	4	Interior Design	2
Investigator (Private)	1	Jacquard Loom Weaver	4
Jacquard Plate Maker	1	Jeweler	2
Jig Builder Wood Box	2	Job Printer	4
Joiner (Ship and Boat Repair)	4	Kiln Operator	3
Knitter Mechanic	4	Knitting Machine Fixer	4
Laboratory Assistant	3	Lab Assistant Metallurgical	2
Lab Technician	1	Laboratory Tester	2
Landscape Gardener	4	Landscape Management Tech.	1
Landscape Tech.	2	Last- Model Maker	4
Lather	3	Laundry Machine Mechanic	3
Lay-Out Technician	4	Lay-Out Worker (Any Industry)	
Lead Burner	4	Leather Stamper	1



Legal Secretary	1	Letterer	2
Licensed Practical Nurse	1	Light Technician	4
Line Erector	3	Line Installer-Repairer	4
Line Maintainer	4	Line Repairer	3
Liner (Porcelain/Pottery)	3	Linotype Operator (Printing & Publishing)	5
Lithograph Press Operator Tin	4	Locksmith	4
Lithographic Platemaker	4	Loft Worker (Ship and Boat Building)	4
Locomotive Engineer	4	Logging Equipment Mechanic	4
Logger	4	Loom Fixer	3
Logistics Engineer	4	Machine Builder	2
Machine Assembler	2	Machine Fixer (Carpet and Rug)	4
Machine Erector	4	Machine Operator I	1
Machine Fixer (Textile)	3	Machine Set-Up Operator (Paper)	4
Machine Repairer	4	Machine Setter	3
Machine Set-Up Operator	2	Machine Setter (Woodwork)	4
Mach. Setter Clocks, Watches , Allied Prod.	4	Machine Try Out Setter	4
Machinist	4	Machinist (Automotive)	4
Machinist (Experimental)	4	Machinist (Linotype)	4
Machinist (Marine Engineer)	4	Machinist (Motion Picture Equip.)	2
Machinist (Ship and Boat Building)	4	Machinist (Wood)	4
Maintenance Mechanic	4	Mailer	4
Mtnc. Mech. (Petroleum Prod., Const.)	4	Main. Mechanic(Grain & Feed Milling)	2
Maintenance Machinist	4	Maintenance Repairer (Industrial)	4
Maintenance Mechanic (Phone)	3	Maintenance Mechanic	4
Manager (Food Service)	3	Maintenance Repairer (Building)	2
Marble Finisher	2	Manager (Retail Store)	3
Marine Service Tech.	3	Marble Setter	3
Materials Engineer	5	Material Coordinator (Clerical)	2
Mechanical Engineering Tech.	3	Meat Cutter	3
Mechanic (Industrial Truck)	4	Mechanic (Endless Track Vehicle)	4
Medical Secretary	1	Mechanical Unit Repairer	4
Metal Fabricator	4	Medical Lab Tech.	2
Meteorological Equipment Repairer	4	Metal Model Maker (Automotive)	4
Miller (Wet Process)	3	Meteorologist	3
Millwright	4	Meter Repairer	3
Miner I	1	Milling Machine Set-Up Operator	2
Model & Mold Maker (Brick & Tile)	2	Mine (Car Repair)	2
Model Maker (Clocks and Watches)	4	Mock-Up Builder (Aircraft)	4
Model Maker (Pottery)	2	Model and Mold Maker (Plaster)	4
Model Maker (Automobile Man.)	4	Model Builder (Furniture)	2
Model Maker (Wood)	4	Model Maker (Aircraft Man.)	4
Mold Maker (Jewelry)	4	Model Maker II	4
Mold Maker (Die- Casting)	4	Model Maker (Firearms)	4
Molder	4	Mold Maker (Pottery and Porcelain)	3
Monotype Keyboard Operator	3	Maker II (Jewelry)	2
Mosaic Worker	3	Mold Setter	1

Motorboat Mechanic	3	Molder (Foundry)	2
Multi-Oper.-Forming-Machine-Setter	4	Monument Setter	4
Nondestructive Tester	1	Motor Grader Operator	3
Nurse Assistant	1	Motorcycle Repairer	3
Offset Press Operator I	4	Multi-competent Clinical Assist.	2
Oil Field Equipment Mechanic	2	Neon Sign Servicer	5
Operational Test Mechanic	3	Numerical Control Machine Operator	4
Optician	5	Office Machine Servicer	3
Optician Dispensing	2	Oil Burner Servicer/Installer	2
Ordinance Artificer	3	Operating Engineer	3
Ornamental (Metal Worker)	4	Optical Instrument Assembler	2
Orthotics Tech.	1	Optician (Optical Goods)	4
Orthodontic Tech.	2	Optomechanical Tech.	4
Overhauler (Textile)	2	Ornamental (Iron Worker)	3
Painter (Shipyard)	3	Orthopedic Boot & Shoe Designer	5
Painter (Transportation Equip.)	3	Orthotist	5
Paperhanger	2	Outboard Motor Mechanic	2
Paramedic	2	Painter	3
Patternmaker (Textile)	3	Painter (Sign)	4
Patternmaker (Stone)	4	Pantograph Machine Set-Up Operator	2
Patternmaker (Metal)	5	Paralegal	3
Patternmaker (Plastic)	3	Paste-Up Artist	3
Pewter Caster	3	Patternmaker (Metal Products)	4
Pewter Finisher	2	Patternmaker (All-Around)	5
Pewterer	2	Patternmaker (Plaster)	3
Photo Equip. Tech.	3	Patternmaker (Wood)	5
Photoengraver	5	Pewter Fabricator	4
Photoengraving Finisher	5	Pewter Turner	4
Photoengraving Proofer	5	Pharmacist Assist.	1
Photographer Retoucher	3	Photocomposing Perforator	
MachineOperator	2	Photographer (Photoengraving)	6
Photoengraving Printer	5	Photographic Equip. Mtnc. Tech.	3
Photo Technician	3	Piano Tuner	3
Photographer (Lithographic)	5	Pinsetter Adjuster	3
Photographer (Still)	3	Pinsetter Mechanic	2
Photographic Platemaker	4	Pipe Organ Builder	3
Piano Technician	4	Pipe and Organ Tuner/Repairer	4
Pilot (Ship)	1.5	Plant Operator (Furnace Process)	4
Pipe Coverer and Insulator	4	Plasterer	2
Pipe Fitter (Construction)	4	Plastic Fixture Builder	4
Pipe Fitter (Ship & Boat Building)	4	Plate Finisher (Printing & Publishing)	6
Plant Operator	3	Plumber	4
Plaster (Pattern Caster)	5	Pneumatic Tube Repairer	2
Plastic Tool Maker	4	Police Officer I	2
Plastics Fabricator	2	Post Office Clerk	2
Platen Press Operator	4	Power Plant Operator	4
Plater	3		

Power Transformer Repairer	4	Pneumatic Tool Repairer	4
Precision Assembler	3	Podiatric Assistant	2
Precision Lens Grinder	4	Pony Edger (Sawmill)	2
Printer (Plastic)	4	Pottery Machine Operator	3
Process/Shipping Tech.	4	Power Saw Mechanic	3
Programmer (Engineering)	4	Powerhouse Mechanic	4
Proof Press Operator	5	Precision Assembler (Bench)	2
Prop Maker	4	Press Operator (Heavy Duty)	4
Propulsion (Motor/Generator Repairer)	4	Printer (Slotter Operator)	4
Prosthetist	5	Program Assistant	3
Protective Signal Repairer	3	Project Printer (Photofinish)	4
Pump Servicer	3	Proofsheet Corrector (Prtg. & Publishing)	4
Purchasing Agent	4	Prospecting Drilling	2
Quality Control Inspector	2	Prosthetics Tech.	4
Radiation Monitor	4	Protective Signal Installer	4
Radio Repairer	4	Pump Erector (Construction)	2
Radiographer	4	Pumper Gauger	3
Recovery Operator (Paper)	1	Purification Operator II	4
Refinery Operator	3	Quality Control Technician	2
Refrigeration Unit Repairer	3	Radio Mechanic	3
Relay Technician	2	Radio Station Operator	4
Repairer I (Chemical)	4	Recording Engineer	2
Repairer (Heavy)	2	Recreational Vehicle Mechanic	4
Reproduction Technician	1	Refrigeration Mechanic	3
Residential Carpenter	2	Reinforcing Metal Worker	3
Rocket Engine Component Mech.	4	Relay Tester	4
Roller Engraver (Hand)	2	Repairer (Handtools)	3
Rotogravure Press Operator	4	Repairer (Welding Equip.)	2
Rubber Stamp Maker	4	Research Mechanic	4
Saddle Maker	2	Rigger	3
Salesperson (Parts)	2	Roll Threader Operator	1
Sand Blaster (Stone)	3	Roofer	3
Saw Maker (Cutlery and Tools)	3	Rubber Tester	4
Scanner Operator	2	Rubberizing Mechanic	4
Screw Machine Set-Up Operator	4	Safe and Vault Service Mechanic	4
Shipfitter	4	Sample Maker (Appliances)	4
Shop Tailor	4	Saw Filer	4
Sign Erector I	4	Scale Mechanic	4
Silversmith II	3	Screen Printer	2
Small Engine Mechanic	2	Sheet Metal Worker	4
Soil Conservation Tech.	3	Shoemaker (Custom)	3
Sound Mixer	4	Siderographer (Printing & Publishing)	4
Spinner (Hand)	3	Silk Screen Cutter	3
Spring Maker	4	Sketchmaker (Printing & Publishing)	5
Stage Technician	3	Soft-Tile Setter (Construction)	3
Stationary Engineer	4	Solderer (Jewelry)	3

Steel Die Printer	4	Sound Technician	3
Stereotyper	6	Spring Coiling Machine Setter	4
Stone Carver	3	Spring Repairer	4
Stone Setter (Jewelry)	4	Station Installer and Repairer	4
Stonecutter	3	Steam Service Inspector	4
Stripper	5	Stencil Cutter	2
Structural Steel Worker	3	Stoker Erector and Service	4
Supercargo (Water Trans.)	2	Stone Polisher	3
Switchboard Operator	3	Stone Lather Operator	4
Tap-and -Die Maker Tech.	4	Stonemason	3
Taxidermist	3	Stripper (Lithographic II)	4
Telegraphic Typewriter Operator	3	Substation Operator	4
Template Maker (Extrusion Die)	4	Surface Plate Finisher	2
Terrazzo Worker	3	Tank Setter (Petroleum Prod.)	2
Tile Setter	3	Taper	2
Tool Design Checker	4	Telecommunications Tech.	4
Tool Grinder I	3	Template Maker	4
Tool and Die Maker	4	Terrazzo Finisher	2
Transformer Repairer	4	Tile Finisher	2
Tree Surgeon	3	Tool Builder	4
Truck- Crane Operator	3	Tool Designer	4
Turret Lathe Set-Up Operator	4	Tool Maker	4
Violin Maker (Hand)	4	Tool Grinder Operator	4
Wardrobe Supervisor	2	Transmission Mechanic	2
Watch Repairer	4	Truck Driver (Heavy)	1
Web Press Operator	4	Turbine Operator	4
Welder (Combination)	3	Upholsterer	2
Welding Technician	4	Wallpaper Printer I	4
Well Drill Operator (Construction)	4	Waste Treatment Operator	2
Wind Tunnel Mechanic	4	Water Treatment Plant Operator	3
Wine Maker	2	Welder (Arc)	4
Wire Weaver (Cloth)	4	Welder (Fitter)	4
Wood Turning Lathe Operator	1	Welding Machine Operator (Arc)	3
Wildland Firefighter Specialist	1	Wind Instrument Repairer	4
Wire Sawyer (Stonework)	2	Wirer (Office Machine)	2
		X-ray Equipment Tester	2

For more information about any of these programs or occupations, refer to the **Occupational Outlook Handbook** ([www.gov/dol/bls/occupational outlook handbook](http://www.gov/dol/bls/occupational%20outlook%20handbook)) or the **Encyclopedia of Careers and Vocational Guidance** which can be found in the reference section of public libraries. Both of these books offer an explanation of the occupation, educational requirements, job outlooks, working environments and wages.

**T**he Permanent Commission on the Status of Women (PCSW) was created in 1973 by an act of the Connecticut legislature, under sections 46a-1 through 46a-6 of the Connecticut General Statutes. Created to eliminate sex discrimination in Connecticut, the seventeen member commission, staff, and volunteers work to reform discriminatory public policy and provide public information on a broad range of women's issues.

As required by the statute, the PCSW:

- Studies all matters concerning women;
- Informs leaders of business, education, and government about the nature and scope of sex discrimination;
- Serves as a liaison between government and private interest groups concerned with services for women;
- Promotes consideration of qualified women to all levels of government positions;
- Works with state agencies to assess programs and practices as they affect women.

Electrician Electric Distribution  
 Checker Electric Meter Re-  
 pairer Electric Motor Assem-  
 bler and Tester Electric Sign  
 Assembler Electric Tool Re-  
 pairer Electrical Technician  
 Electrical Appliance Servicer  
 Electrician Electrician (Air-  
 craft) Electrician (Locomotive)  
 Electrician (Powerhouse) Elec-  
 trician (Substation) Electro-  
 medical Equipment Repair  
 Electronic Organ Technician  
 Electronics Mechanic Electron-  
 ics Tester Electronics Utility  
 Worker Elevating Grader Op-  
 erator Elevator Repairer Em-  
 bosser Emergency Medical  
 Technician Engine Repairer  
 Engine Lathe Set-up/ Opera-  
 tor Engineering Model Maker  
 Engraver (Glass) Engraver  
 (Printing and Publishing) En-  
 graver (Hand- Soft Metal) En-  
 graver (Pantograph I) Engrav-  
 ing Press Operator Equipment  
 Installer Telephone /Tele-  
 graph Etcher (Photoengrav-  
 ing) Experimental Assembler  
 Exterminator (Termite) Fabri-  
 cator-Assembler Farm Equip-  
 ment Mechanic II Farmworker  
 General I Field Engineer (Ra-  
 dio & TV) Film Develop Film  
 Lab Tech I Finisher (Dentures)  
 Fire Captain Firefighter Fire In-  
 spector Fire-Control Mechanic  
 Fish and Game Warden Fitter  
 I (Any Industry) Floor Layer  
 Floor Covering Layer Forging  
 Press Operator I Former, Hand  
 (Any Industry) Foundry Met-  
 allurgist Fourdrinier Machine  
 Tender Fretted Instrument Re-  
 pairer Fuel Injection Servicer  
 Fur Cutter Fur Finisher Fur-  
 nace Installer Repairer Gas  
 Utility Worker Gas Main Fitter  
 Gas Regulator Repairer Gear  
 Hobber Set-Up Operator Gem  
 Cutter (Jewelry) Glass Blender  
 (Signs) Glass Installer (Auto-  
 motive) Glazier Grader  
 (Woodworking) Groundskeeper  
 II Grinder Operator (Tool)  
 Grinder Set-Up Operator Har-  
 ness Maker Hat-Block Maker  
 (Woodworker) Head Sawyer  
 Heat Treater I H.V.A.C In-  
 staller and Servicer Horse-  
 shoer Housekeeper Hydro-  
 Electric Machinery Mech. Hy-  
 drometer Calibrator Industrial  
 Designer Injection Molding  
 Machine Operator Inspector

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